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This report describes the organization, functions, and scope of the state's community college system, including its background and beginnings, in the hope that it will help other educators who wish to expand educational opportunities in their own regions. The section on institutions covers their establishment (or conversion), types, duties of trustees, staff organization and positions; financial support and expenditures by category; community services and programs; and characteristics of students and other people served. The many programs, academic, technical, vocational, and general, are described in detail as to content and purpose. A third section outlines state level administration and supervision by the State Board of Education and the Department of Community Colleges. Maps, charts, and tables illustrate the text. (HH)

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PROGRESS REPORT
OF
THE COMPREHENSIVE COMMUNITY COLLEGE SYSTEM
OF
NORTH CAROLINA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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First Five Years

1963-1968

JC 690 294

Department of Community Colleges
State Board of Education
Raleigh, North Carolina 27602

CORRECTIONS

Several typographical errors, such as a letter left out of certain words, were not caught in proofreading. Two other errors are called to your attention. The heading of the last column in the table on page 69 should be "Female," and the statistics in the table on page 74 should be in the line for McDowell Technical Institute rather than the line for Martin Technical Institute. In 1967, Martin Technical Institute was newly established and had no curriculum enrollment.

FOREWORD

The purpose of this first progress report of the Department of Community Colleges is to provide insight into the organization, functions, and scope of the North Carolina Community College System. Although this report focuses primarily on the present status of the System, much of the information included covers the background and initial period of the movement to provide better educational opportunities beyond the high schools for both youth and adults. Also included is a resumé of the initial period of operation of the Community College System beginning July 1963. In addition, the aims, purposes, and objectives of the System are given in order to indicate the role and place of the Community College System in the total State provisions for public education.

Information contained in this report should be helpful to educators and others who wish to learn more about educational opportunities being provided for the citizens of our State through the newly developing system of technical institutes and community colleges.

I. E. READY, *Director*
Department of Community Colleges
State Board of Education
Raleigh, North Carolina 27602

April 1969

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Part One–Background

THE COMPREHENSIVE APPROACH

HISTORY OF THE SYSTEM

The Beginning

A two-year college supported locally from public funds was established in Asheville, North Carolina, as early as 1928. A study concerning the need for community colleges in North Carolina was made in 1952 by Dr. Allan S. Hurlburt.[1] It was not, however, until 1957, during Governor Hodges' administration, that a real beginning was made by the State Legislature, through the passage of a Community College Act, to initiate and develop community colleges. The Act placed the general administration of such community colleges under the North Carolina Board of Higher Education.

Industrial Education Centers

This movement to develop community colleges in 1957 was accompanied by a vigorous effort to provide an educational program in industrial education. Funds were made available by the 1957 General Assembly to the State Board of Education for initiating a State-wide system of industrial education centers. These centers were established for training adults and selected high school students, thus providing a better trained manpower supply for the State.

The leadership of the following three individuals was especially outstanding in conceiving the idea of the centers and in their initial development: The Honorable Luther H. Hodges, Governor of North Carolina (1954-1960); Dr. W. Dallas Herring, Chairman of the State Board of Education (1957 to present); and A. Wade Martin, State Supervisor of Trade and Industrial Education (1957-1961).

In 1959, the General Assembly officially authorized and designated the "industrial education center" as a type of vocational school, and placed the administration of such schools under the State Board of Education and local boards of education. An industrial education center had as its primary objective the provision of that phase of education which deals with the skill and intellectual development of individuals for entrance into, or make progress in, trade, industrial and technical jobs.

The industrial education center was an area school offering technical and skilled training to selected high school youth and adults. By 1961, there were 18 industrial education centers in partial or full operation and two in the planning stage. The number of students enrolled for that year was 23,000 (unduplicated headcount). Industrial education centers in operation or in the planning stage in December, 1961, were as follows:

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[1] Allan S. Hurlburt, *Community College Study*, Raleigh, North Carolina, State Department of Public Instruction, 1952.

Administrative Unit	Industrial Education Center
Asheboro City	Randolph
Asheville City	Asheville
Burlington City	Burlington
Catawba County	Catawba
Davidson County	Davidson County
Durham City	Durham
Fayetteville City	Fayetteville
Gastonia City	Gastonia
Goldsboro City	Goldsboro
Guilford County	Guilford
Leaksville City	Leaksville-Rockingham County
Lee County	Lee County
Lenoir County	Lenoir
Mecklenburg County	Central
New Hanover County	Wilmington
Pitt County	Pitt County
Rowan County	Rowan County
Wake County	Wake County
Wilson City	Wilson
Winston-Salem	Winston-Salem

Extension Unit Plan

In order to make the I.E.C. program more accessible to the people of North Carolina, an extension unit plan was approved by the State Board of Education on February 2, 1961. The extension unit was an initiating, experimental stage of development of a new I.E.C. Extension units were operated by an agreement between the board of trustees of an I.E.C. and a local board of education. Prior to June 30, 1963, the following five extension units had been organized:

Parent Center	Extension Unit
Central	Ansonville
Goldsboro	Carteret
Gastonia	Rutherford
Goldsboro	James Sprunt
Lenoir County	Pamlico

Junior Colleges

Developing at the same time as the industrial education centers in 1961 were five community (junior) colleges under local trustees and the State Board of Higher Education. These community colleges were the College of The Albemarle in Elizabeth City, Wilmington College in Wilmington, Mecklenburg and Charlotte Colleges in Charlotte, and Asheville-Biltmore College in

Asheville. In January of 1963, Gaston College at Dallas was chartered, becoming the sixth community college to be approved under the 1957 Community College Act. Both the community colleges and the industrial education centers served needs for education beyond the high school. Thus the two educational programs, even though organized and administered under separate State boards, directed their efforts toward education beyond the high school.

Governor's Commission on Education Beyond the High School

In 1961, the need for better planning and perhaps State Administration resulted in the appointment by Governor Terry Sanford of "The Governor's Commission on Education Beyond the High School"[2] to study the methods for expanding educational offerings at the post high-school level. This Commission, which submitted its report to the Governor in 1962, recommended that the two types of institutions be brought into one administraive organization under the State Board of Education and under local boards of trustees. In this way, all of the State's two-year higher educational needs (whether academic, technical, or vocational) could be developed under one administration and one educational system—the comprehensive Community College System. Such a system would permit students to have a wide range of choice of curriculums, and to alter their plans without having to withdraw from one type of institution and apply for admission to an entirely different one.

General Assembly Action

In July of 1963, the General Assembly, in line with the recommendations of the "Carlyle Commission," enacted into law G.S. 115A, which provided for the establishment of a Department of Community Colleges under the State Board of Education.

Of the five community colleges which were operating under the 1957 Community College Act, three were converted into four-year State colleges and two were brought under the State Board of Education as community colleges. The two community colleges were the College of The Albemarle in Elizabeth City and Mecklenburg College in Charlotte. This last-named institution was combined with the Central Industrial Education Center in Charlotte to form Central Piedmont Community College.

Gaston College opened in 1964 and operated for one year under the 1957 act. On July 1, 1965, it came under the provisions of G.S. 115A. Gaston Technical Institute, a division of the School of Engineering of North Carolina State University at Raleigh, along with Gastonia Industrial Education Center, were also formally made a part of Gaston College at this time.

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[2] Irvin E. Carlyle, Chairman.

The Department of Community Colleges was also given administrative control over the twenty industrial education centers previously established by authority of the General Assembly.

Establishment or Conversion of Institutions and Units

In addition to the twenty I.E.C.'s, the six original community colleges, and the five extension units previously mentioned, new extension units continued to be established after the passage of G.S. 115A. One industrial education center—Onslow County—was also established after the passage of the Act. Extension units later to be established were as follows:

Parent Institution	**Extension Unit**
Pitt County I.E.C.	Washington-Beaufort
Gaston College	Cleveland County
Lenior County C.C.	Craven County
Asheville-Buncombe T.I.	Haywood County
Asheville-Buncombe T.I.	Marion-McDowell
Lenior County I.E.C.	Onslow County
Fayetteville T.I.	Robeson County
Goldsboro I.E.C.	Sampson County
Asheville I.E.C.	Jackson County
Asheville-Buncombe T.I.	Cherokee County

Since 1963, under the direction of the State Board of Education, several completely new community colleges have been established and all of the industrial education centers and extension units, while continuing to carry out the purposes for which they were established, have expanded their offerings and are now called either technical institutes or community colleges. A list of these institutions is found on page 24.

State Board of Education

General Statute 115A assigned to the State Board of Education the responsibility for the establishment, organization, and administration of the new system of educational institutions. In discharging this responsibility during the 1963-68 period, some major activities of the Board consisted of: establishing a department to administer the system; approving the establishment of 13 community colleges and 37 technical institutes (three community collges were transferred into the system); appointing an Advisory Council to the Board, approving administrative organizational structure and salary schedules for institutions; allotting curent expense, equipment, and construction funds to institutions; and adopting rules, regulations, and standards relating to the preparation of teachers, personnel, formula budgeting, equipment standards, new industry training, construction funds, and work-study programs. This is not an inclusive list, but is representative of the Board's activities as related to the Community College System. The membership of the Board is presently composed of:

Douglas Aitken, Charlotte
Edwin Gill, State Treasurer, Raleigh
R. Barton Hayes, Hudson
Dallas Herring, Rose Hill, Chairman
Charles E. Jordan, Durham
Mrs. Eldiweiss F. Lockey, Aberdeen
William R. Lybrook, Winston-Salem
Craig Phillips, State Superintendent of Public Instruction,
  Secretary, Raleigh
John A. Pritchett, Windsor, Vice-Chairman
John M. Reynolds, Asheville*
H. P. "Pat" Taylor, Lieutenant Governor, Wadesboro
Harold L. Trigg, Greensboro
W. S. Williams, Middlesex

Other members of the Board since 1963 were:

Charles F. Carroll, State Superintendent of Public Instruction, Raleigh
Garland Garriss, Troy (Deceased)
C. W. McCrary, Asheboro
Guy B. Phillips, Chapel Hill (Deceased)
H. Cloyd Philpott, Lieutenant Governor, Lexington (Deceased)
Charles G. Rose, Jr., Fayetteville
Neill A. Rosser, Chapel Hill
Robert W. Scott, Lieutenant Governor, Haw River

Former Directors or Presidents

Several institutions have had more than one director or president. Chief administrative officers of I.E.C.'s were originally referred to as "directors." The following chart shows former directors or presidents of institutions:

Institution	Former Director or President	Length of Service
Asheville-Buncombe T.I.	Floyd Garris	8-59 to 10-60
Beaufort County T.I.	Robert Langley	7-1-63 to 6-30-66
Cape Fear T.I.	George West (Deceased)	4-3-58 to 7-31-63
Central Piedmont C.C.	Dean Davis	9-59 to 7-62
College of The Albemarle	Robert Benson	5-1-61 to 6-30-63
	Robert I. Hislop	7-1-63 to 6-30-66
	B. A. Barringer	7-1-66 to 7-31-68
Davidson County C.C.	William Sinclair (Deceased)	12-61 to 7-65
Fayeteville T.I.	John Standridge	2-61 to 10-63
Forsyth T.I.	Albert Johnson	8-1-60 to 6-30-62
Gaston College	Robert Benson	7-1-63 to 2-11-67
Guilford T.I.	Bruce Roberts	9-6-58 to 5-1-65
	Herbert Marco	5-6-65 to 6-30-67
	G. A. Finley (acting)	7-7-67 to 8-2-67
Lenoir County C.C.	Dan Wise	6-1-60 to 6-30-65
Pitt T.I.	Lloyd Spaulding	7-1-66 to 7-21-68
Randolph T.I.	Al Farkas	12-1-60 to 10-31-61
	Robert Carey	11-1-61 to 12-19-63

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* Chairman of the Community College Committee

Southeastern C.C.	Warren Land	6-4-64 to 8-31-66
	William Eddings (acting)	9-1-66 to 5-31-67
T. I. of Alamance	Ivan Valentine	3-24-59 to 12-31-61
W. W. Holding T.I.	Kenneth Wold	10-30-61 to 9-22-65
Wayne C.C.	Kenneth Marshall	4-58 to 7-61
	Hal Plonk (acting)	8-61 to 8-62
	H. B. Monroe	9-62 to 8-66
Western Piedmont C.C.	Herbert Stallworth	9-3-64 to 5-6-67

(See page 24 for a listing of existing institutions and presidents.)

Three Types of Institutions

General Statute 115A provides for three types of institutions—the industrial education center, the technical institute, and the community college. See pages 17-18 for a description of the different types of institutions.

Twenty-one of the existing technical institutes or community colleges were originally industrial education centers. Some were extension units. All institutions continue to serve the vocational purposes for which they were originally established, and have also expanded their offerings to technical fields. Some have also added the college transfer program and are now called community colleges. This evolution of all institutions with regard to the date of establishment and type of institution is shown on the following chart:

APPROVAL BY THE STATE BOARD OF EDUCATION FOR THE ESTABLISHMENT AND CONVERSION OF EXISTING INSTITUTIONS

Institution	Date of Approval for Type of Institution				
	Extension Unit	Industrial Education Center	Contracted Technical Institute	Chartered Technical Institute	Community College
Ansonville T.I.	11-26-62		12-7-67		
Asheville-Buncombe T.I.		4- 3-58		1- 9-64	
Beaufort County T.I.	7- 1-63			12- 7-67	
Bladen T.I.			10-5-67		
Caldwell T.I.				4- 2-64	
Cape Fear T.I.		4- 3-58		6- 4-64	
Carteret T.I.	7-11-63		10-5-67	12-13-68	
Catawba Valley T.I.		4- 3-58		1- 9-64	
Central Carolina T.I.		4- 3-58		7- 8-65	
Central Piedmont C.C. (1)		4- 3-58			6-14-63
Cleveland County T.I.	7- 1-65		9-7-67		
College of The Albemarle (2)					6-14-63
Craven County T.I.	7- 1-65			12- 7-67	
Davidson County C.C.		4- 3-58			2- 4-65
Durham T.I.		4- 3-58		2- 4-65	
Edgecombe County T.I.			10-5-67		
Fayetteville T.I.		4- 3-58		1- 9-64	
Forsyth T.I.		4- 3-58		1- 9-64	
Gaston College (3)		4- 3-58			6- 3-65
Guilford T.I.		4- 3-58		5- 6-65	
Halifax T.I.			9-7-67		
Haywood T.I.	8- 1-65		9-7-67	12-13-68	
Isothermal C.C. (4)	2- 1-62				10- 1-64
James Sprunt Institute	4- 5-60		9-7-67		
Lenoir County C.C.		4- 3-58		6- 4-64	11- 5-64
McDowell T.I.	5- 7-64		10-5-67		
Martin T.I.			9-7-67		
Montgomery T.I.			9-7-67		
Nash T.I.			9-7-67		
Onslow T.I.	7-11-63	7- 8-65		5- 4-67	
Pamlico County T.I.	7- 1-62		10-5-67		
Pitt T.I.		3- 2-61		6- 4-64	
Randolph T.I.		4- 3-58		7- 8-65	
Richmond T.I.				4- 2-64	
Roanoke-Chowan T.I.			9-7-67		
Robeson T.I.	1- 7-65		9-7-67		
Rockingham C.C. (5)		4- 3-58			12- 5-63
Rowan T.I.		5-18-61		3- 5-64	
Sampson T.I.	7-11-63		9-7-67		
Sandhills C.C.					11- 7-63
Southestern C.C.					2- 6-64
Southwestern T.I.	7-11-63			12- 7-67	
Surry C.C.					4- 2-64
T.I. of Alamance		4- 3-58		1- 9-64	
Tri-County T.I.	11- 5-64		10-5-67		
W. W. Holding T.I.		4- 3-58		6- 3-65	
Wayne C.C.		4- 3-58		1- 9-64	12- 7-67
Western Piedmont C.C.					4- 2-64
Wilson County T.I.		4- 3-58		1- 9-64	
Wilkes C.C.					10- 1-64

Notes:

1) Established by G.S. 115A-38. The State Board of Education approved the transfer of Mecklenburg College to the Community College System on June 14, 1963. Central IEC and Mecklenburg College were merged to form Central Piedmont Community College.
2) Transferred to the Community College System under G.S. 115A. Originally chartered as a community college on December 16, 1960.
3) Gaston College, Gastonia Industrial Education Center, and Gaston Technical Institute were approved by the State Board of Education for merging under G.S. 115A on June 3, 1965 to be effective on July 1, 1965. The charter for Gaston College was originally issued on January 10, 1963.
4) The Rutherfordton Extension Unit was transferred to Isothermal Community College on June 3, 1965.
5) Rockingham-Leaksville-Madison Industrial Education Center was approved on April 3, 1958. The center became known as the Leaksville IEC and was transferred to Rockingham Community College on July 1, 1965.

PHILOSOPHY OF THE SYSTEM

Aims and Purposes

The Community College System in North Carolina is composed of non-resident, two-year, post-high school institutions whose aims and purposes are compatible with the needs of the communities which they serve. This system has been established with the belief that:

1. The industrial education center-technical institute-community college concept is the best way to provide for steadily increasing numbers of adults seeking educational opportunities.
2. The doors of the institutions must be open to every adult who shows an interest and who can profit by the instruction offered.
3. Vocational-technical education is an integral part of the total educational program, and training programs must fit adults for useful employment in a competitive society.
4. A variety of continuing, adult educational programs must be provided to meet the increasing and changing educational needs of an adult population.
5. Every individual should be given an opportunity to learn basic education skills, and basic vocational skills to fit him for more effective citizenship in our modern world.
6. The college transfer program must provide a broad exposure to the liberal arts in preparing students for higher levels of education at senior colleges and universities.
7. In order for some students to succeed who are admitted under the open door philosophy, remedial (developmental) courses must be provided. Special provision must be made for students who have difficulty in determining their edu-

cational needs and goals.

8. The institution must provide activities which promote cultural advancement and civil understanding.
9. By a continuous program of self-study, a consistent effort must be made to improve the quality of educational offerings at each institution.

Philosophy of Total Education

The philosophy of the open door institution has been stated by Dr. Dallas Herring, Chairman of the State Board of Education, as follows:

> The only valid philosophy for North Carolina is the philosophy of total education: a belief in the incomparable worth of all human beings, whose claims upon the State are equal before the law and equal before the bar of public opinion, whose talents (however great or however limited or however different from the traditional) the State needs and must develop to the fullest possible degree. This is why the doors to the institutions in North Carolina's System of Community Colleges must never be closed to anyone of suitable age who can learn what they teach. We must take the people where they are and carry them as far as they can go within the assigned function of the system. If they cannot read, then we will simply teach them to read and make them proud of their achievement. If they did not finish high school but have a mind to do it, then we will offer them a high school education at a time and in a place convenient to them and at a price within their reach. If their talent is technical or vocational, then we will simply offer them instruction, whatever the field, however complex or however simple, that will provide them with the knowledge and the skill they can sell in the marketplaces of our State, and thereby contribute to its scientific and industrial growth. If their needs are in the great tradition of liberal education, then we will simply provide them the instruction, extending through two years of standard college work, which will enable them to go on to a University or to a senior college, and on into life in numbers unheard of in North Carolina. If their needs are for cultural advancement, intellectual growth, or civic understanding, then we will simply make available to them the wisdom of the ages and the enlightenment of our times and help them on to maturity.

The Community College System in North Carolina provides appropriate economical learning opportunities for those beyond the normal high school age, 18 years or older*, whether they are high school graduates or not. These opportunities range, depending on individual needs and previous educational achievement, from the first grade level through the second year of college. Educational opportunities include vocational, technical, and general adult training for all who wish to learn and can profit from the instruction provided.

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* Arrangements can be made with local public school officials to enroll certain school dropouts between the ages 16 and 18.

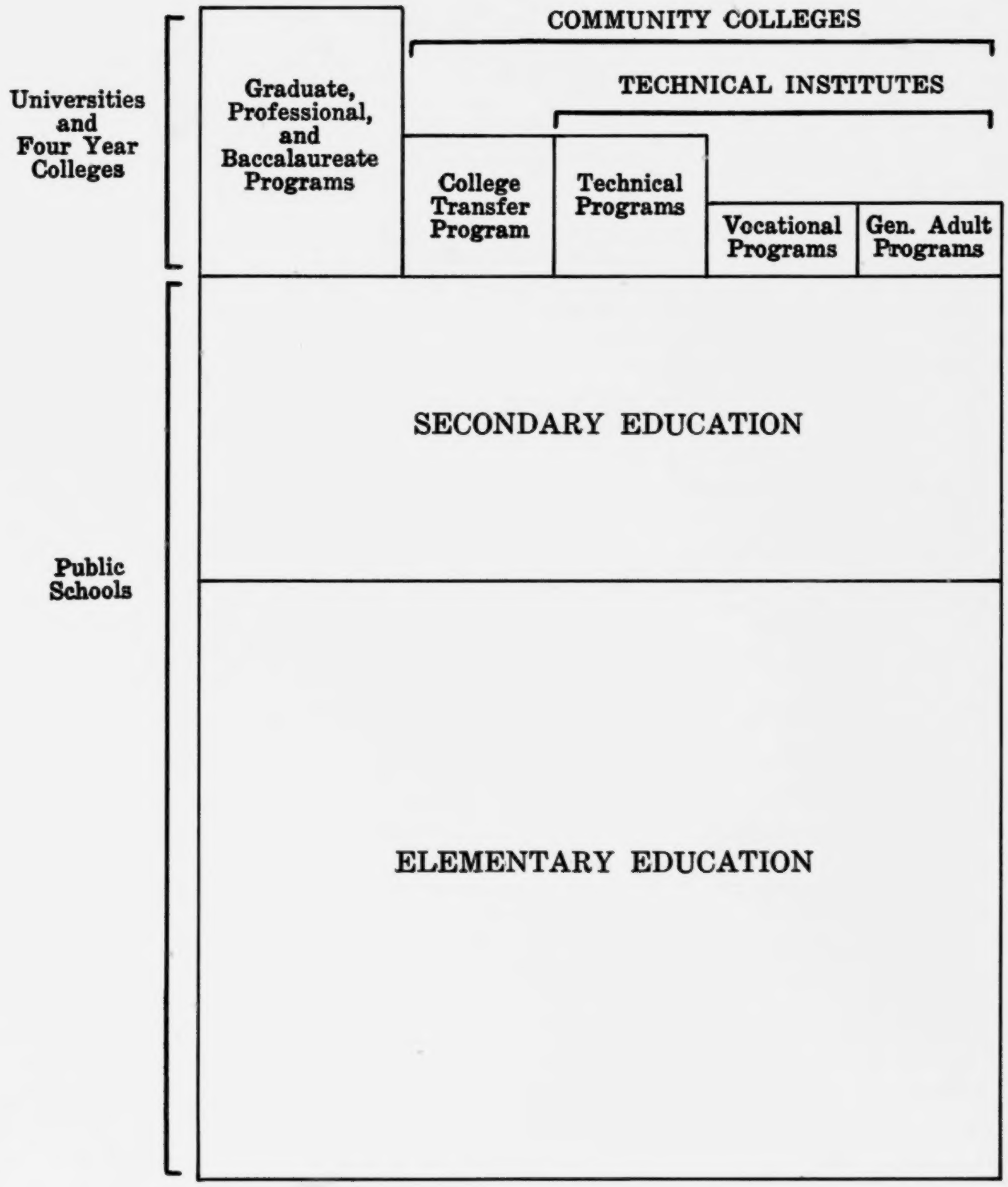
Role of the Institution

The State Board of Education adopted the following policy statement relative to the role of the open door institution:

> The Community College System has been established to fill an educational opportunity gap between the high schools and the four-year colleges and universities. The filling of this gap requires open door admission of both high school graduates and others who are eighteen years old or older but not high school graduates. The provision of educational opportunity for this broad range of student ability and needs requires a broad range of curriculum offerings, including college level, high school level, and for some elementary level studies.
>
> The carrying out of this responsibility assigns a unique role to the institutions in the Community College System, which role is fundamentally different from the more selective role traditionally assigned to four-year colleges and universities. Because of this, for a community college to aspire to become a four-year college would not represent normal growth, but would destroy the community college role and replace it with an entirely different type of institution.
>
> The State Board of Education is completely committed to maintaining the unique, comprehensive role of the institutions in the Community College System, and is opposed to any consideration of a community college as an embryonic four-year college.

The place of the Community College System in the structure of public education in North Carolina is shown on the next page.

THE PLACE OF THE COMMUNITY COLLEGE SYSTEM OF INSTITUTIONS IN THE STRUCTURE OF PUBLIC EDUCATION IN NORTH CAROLINA


COMMUNITY COLLEGES
TECHNICAL INSTITUTES
Universities and Four Year Colleges
Graduate, Professional, and Baccalaureate Programs
College Transfer Program
Technical Programs
Vocational Programs
Gen. Adult Programs
Public Schools
SECONDARY EDUCATION
ELEMENTARY EDUCATION

COMMUNITY COLLEGE: Fully comprehensive two-year institution.

TECHNICAL INSTITUTE: Two-year institution without college transfer program.

OBJECTIVES OF THE SYSTEM

In general, the chief purpose of the community college system is to extend universal educational opportunities beyond the public school system.

Specific Objectives

More specifically, the objectives may be stated as follows:

- To provide expanded educational opportunities for thousands of young people and adults who would not otherwise continue their education.
- To provide relatively inexpensive, nearby educational opportunities for high school graduates, school dropouts, and adults.
- To provide technician programs, preparing students for jobs of this level in industry, agriculture, business, and service occupations.
- To provide vocational programs to train individuals for employment in specific occupations requiring different levels of ability and skill.
- To provide college transfer programs, consisting of the first two years of regular college studies.
- To provide programs of vocational education for employed adults who need training or re-training, or who can otherwise profit from the program.
- To provide short courses that will meet the general adult and community service needs of the people of the community.

OPEN DOOR POLICY

The objectives and the open door policy of the community college system have been explained as follows:

> Universal educational opportunity through the high school has for some time been considered a necessary service of government. Beyond the high school, however, educational opportunity has been selective. For the most part, only educational programs leading to a baccalaureate degree have been provided. Costs to the student as well as scores below the cut-off point on admissions tests have been roadblocks to many students.
>
> By establishing the system of industrial education centers, technical institutes, and community colleges, the North Carolina General Assembly of 1963 made it possible to extend universal educational opportunity beyond the high school. Any person who is 18 years old or older, whether he is a high school graduate or not, can find in one of these institutions an educational opportunity fitted to his ability and his needs.

This is what the open door admission policy means. For any applicant who seriously wants and needs more education, the door of the institution is open. After admission, he is tested and counseled, not in order to reject him if he does not meet a set educational standard, but to help him get placed in the educational program for which his ability, his previous educational background, and his objectives in life best fit him. **(See charts, page 14.)**

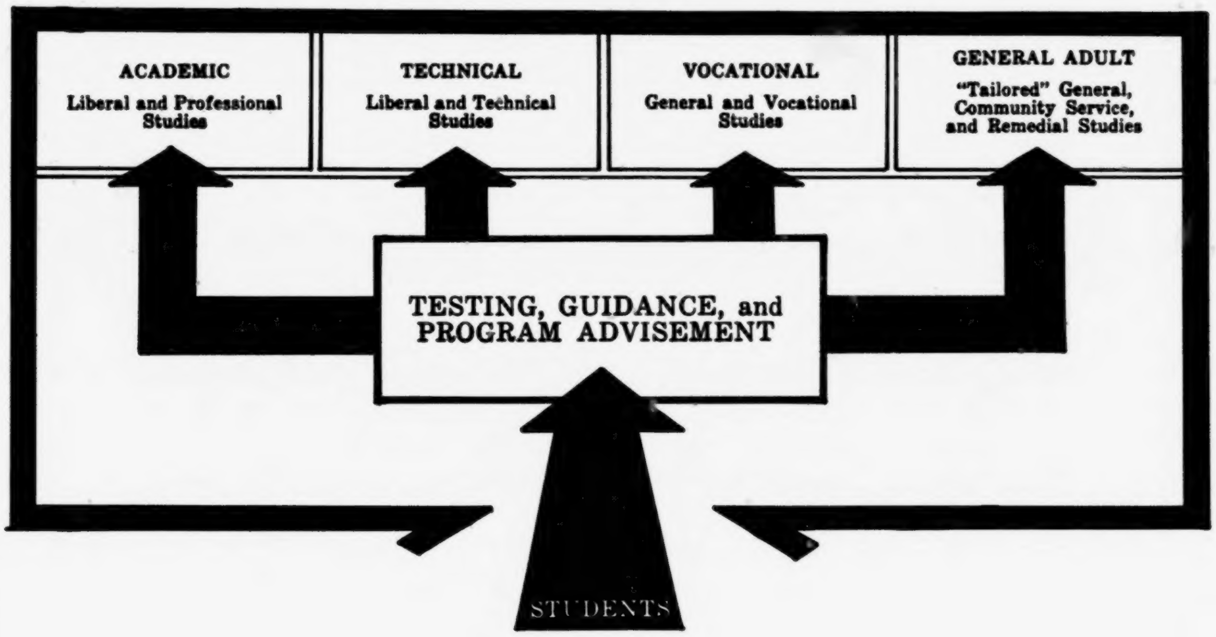
This counseling service is the first of three essential parts of an open door institution. The student must be helped to find the educational program that is best for him. If he is found to be ready, he can enter directly the program of his choice. If not, his choice may be redirected to another program better fitted to his ability, educational background, and needs. If he has the potential ability but has certain educational deficiencies that stand in his way, he can be directed to a basic educational program in which he can make up his deficiencies. He can then enter the program of his choice.

The second essential part of an open door institution is a broad curriculum that offers many different types and levels of educational programs. It would be foolish and wasteful to open the door of all programs to all applicants. There must be a reasonable prospect of success for the student, because the graduation standards are set at whatever the next step requires, whether it is transfer to a four-year college or university, or successful entrance into a job. Many doors within the institution opening into different educational programs must therefore be provided, with the one door to basic elementary and secondary level studies open to all who need a second chance in order to make up deficiencies.

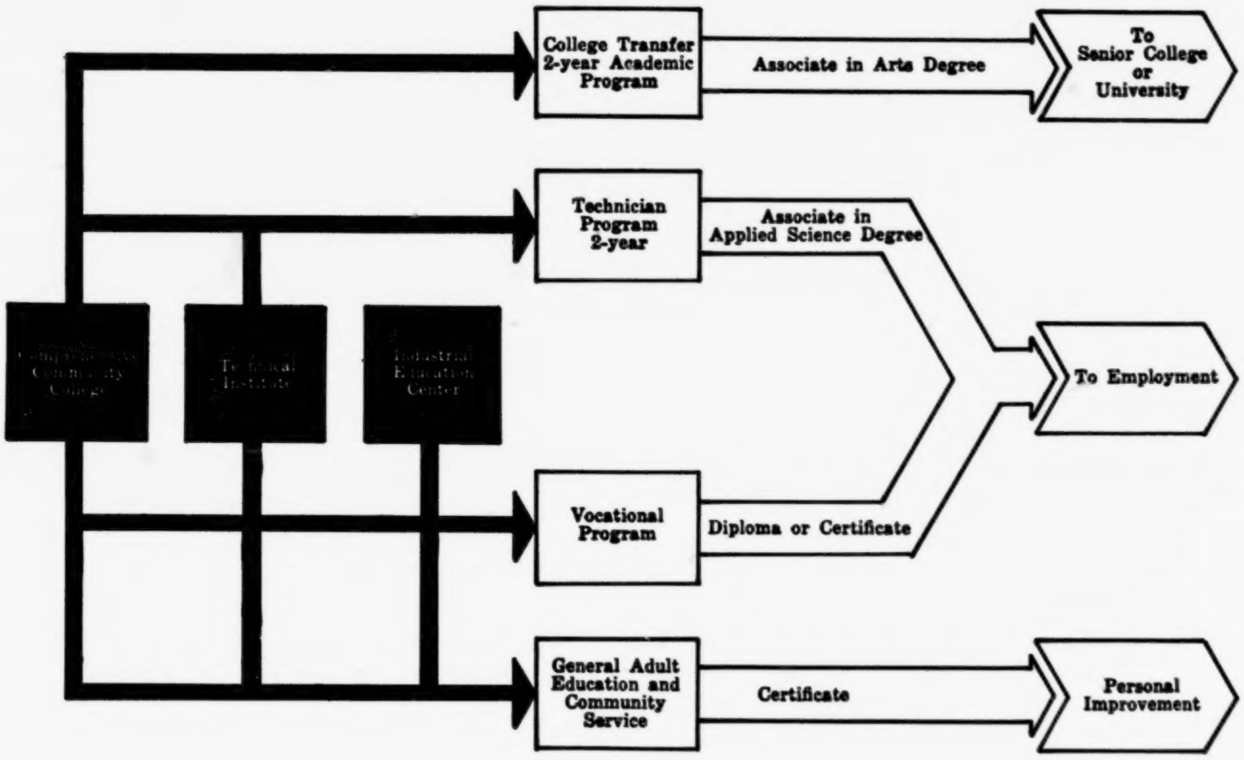
The bottom chart on page 14 shows the breadth of curriculum offerings. This chart also shows that the only difference among different types of institutions is in the breadth of curriculum offerings.

An important point is that each area of instruction is given equal importance. The needs of the student are the only things that matter. The teaching of reading to an adult who cannot read is just as much "quality education" for him as the preparation of a student to succeed as a junior in a four-year college is "quality education" in the college transfer program.

THE OPEN DOOR COMPREHENSIVE COMMUNITY COLLEGE

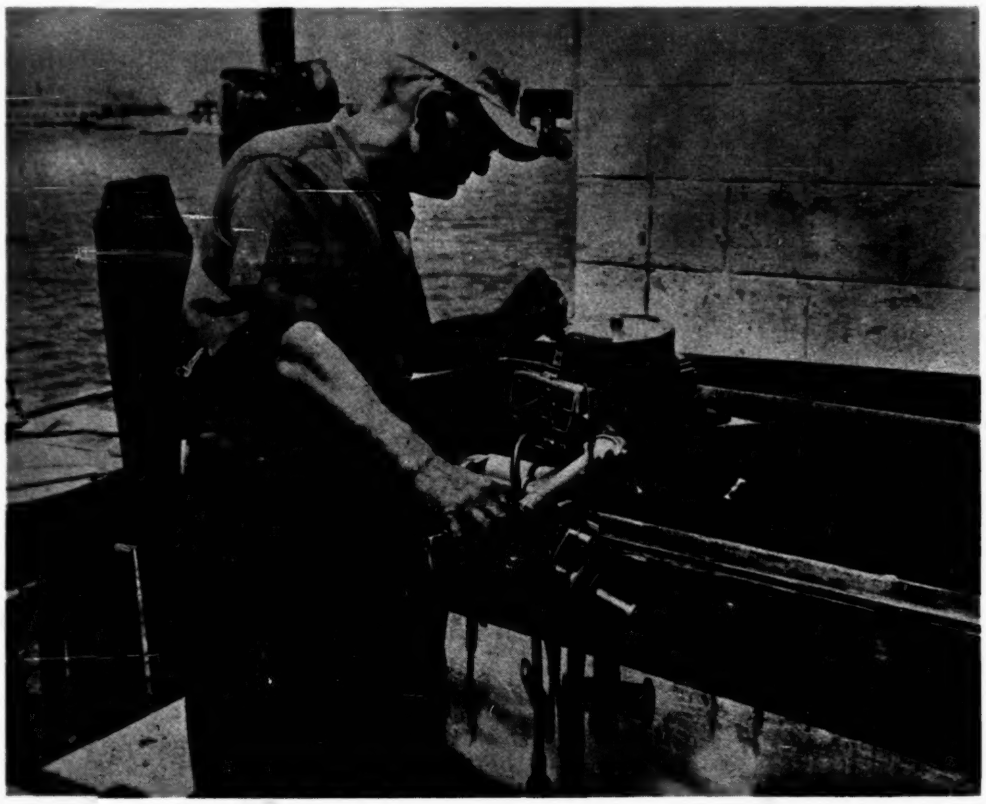

ACADEMIC
Liberal and Professional Studies
TECHNICAL
Liberal and Technical Studies
VOCATIONAL
General and Vocational Studies
GENERAL ADULT
"Tailored" General, Community Service, and Remedial Studies
TESTING, GUIDANCE, and PROGRAM ADVISEMENT
STUDENTS

EDUCATIONAL PROGRAMS IN THE INSTITUTIONS


College Transfer 2-year Academic Program
Associate in Arts Degree
To Senior College or University
Technician Program 2-year
Associate in Applied Science Degree
Comprehensive Community College
Technical Institute
Industrial Education Center
To Employment
Vocational Program
Diploma or Certificate
General Adult Education and Community Service
Certificate
Personal Improvement

This leads to the third essential feature of an open door institution—high quality instruction that has as its objective the highest possible educational development of the indivdual student. Teachers must be good teachers, well educated themselves in the subjects they teach, skilled in the art of teaching, and deeply concerned that their students succeed in their educational tasks. Universal educational opportunity beyond the high school through the open door policy will mean little unless this goal is accomplished.

In the North Carolina plan, each institution has in its structure an industrial education center and a technical institute; the community colleges have, in addition, the college transfer program. These community college programs are not in separate institutions on one campus, but constitute one comprehensive institution. Thus, North Carolina has in this Community College System the institutions through which universal educational opportunity can be extended beyond the high school.



Part Two–Institutions

ESTABLISHMENT AND ORGANIZATION OF INSTITUTIONS

ESTABLISHMENT OR CONVERSION OF AN INSTITUTION

Establishment

The criteria for the establishment of an institution are as follows:

- A genuine educational need which cannot be met by existing public and or private post-high school institutions in the area must exist.
- Adequate local support for the institution must be provided.
- Public schools must not be affected adversely by the local financial support required for the institution.
- Funds sufficient to provide State financial support of the institution must be available.

Under the provisions of G.S. 115A, the State Board of Education, the Governor, and the Advisory Budget Commission must approve any new institution and the conversion of an established institution to another type as defined under G.S. 115A.

As a general policy, except in unusual cases that justify a different approach, the State Board requires that a new area of the State to be served must first be approved for a contracted technical institute. Not until after at least two years' operation will consideration be given to converting the contracted technical institute to an independent technical institute or community college.

Application from a new area to be served must come from the county or city board or boards of education in the proposed administrative area.

Conversion

The differences between a contracted technical institute, which is an extension of the local public school system, and a chartered technical institute are the changes required to transfer operation from under a contract authorized by G.S. 115A-5 to become an independent operated technical institute as defined by G.S. 115A-2(3). These differences are as follows:

- Four additional trustees are appointed by the Governor, making a 12-member board of trustees.
- The board of trustees become independent of the local sponsoring board of education—it requests local funds from the county commissioners, administers such funds, holds title to property, etc.

- The voters of the administrative area (see G.S. 115A-2(6) and G.S. 115A-20) must authorize the local financial support required.
- The institution becomes eligible for State construction fund matching grants, when and if appropriated, as provided for under G.S. 115A-18(1).

The only differences between a chartered technical institute and a community college are the addition of a college transfer program to the program already offered by the institution and a change in its name from technical institute to community college.

TYPES OF INSTITUTIONS

As indicated on the second chart on page 14, three different types of institutions are provided in the Community College System—the community college, the technical institute, and the industrial education center. Even though the law provides for an industrial education center, due to limitations placed on educational programs, all institutions originally established as I.E.C.'s have changed their names to technical institutes or community colleges, thus continuing to serve the purposes for which established while adding technical programs and, in some cases, college transfer programs as well. Technical institutes may be chartered or may operate under contract between the State Board and a local board of education.

RESPONSIBILITIES AND DUTIES OF TRUSTEES

The law provides for each community college and chartered technical institute to have a board of trustees consisting of twelve members, and for each industrial education center to have a board of trustees consisting of eight members. Manner of election, terms of office, compensation, meetings, powers, duties, functions, and other matters related to trustees are specified by law.

Selection of Trustees (G.S. 115A-7)

The twelve-member board of trustees for each community college and chartered technical institute are selected as follows:

Group one—four members are "elected by the board of education of the public school administrative unit located in the administrative area of the institution. . . ."

Group two—four are "elected by the board of commissioners of the county in which the institution is located. . . ."

Group three—four are "appointed by the Governor."

A contracted technical institute, provided for in an amendment to G.S. 115A-5 by the 1967 General Assembly, has an eight-member board of trustees and operates under a contractual agreement between the State Board of Education and the local board of education. Four members of this eight-member board of trustees are appointed by the local board of education and four members are appointed by the county commissioners.

Term of Office of Trustees (G.S. 115A-8)

The law specifies that the terms of office of trustees shall be eight years, except that in the beginning "terms of the members of each board shall be so set by the selecting agencies that the term of a member in each group in G.S. 115A-7(a), shall expire on June 30 of the next odd numbered year following the date the board of trustees is established. Thereafter, all terms shall be eight (8) years and shall commence on July 1."

Powers and Duties of Trustees (G.S. 115A-14)

Subject to standards approved by the State Board of Education, the trustees of an institution are empowered:

- "To elect a president or chief administrative officer of the institution. . . . " (Subject to approval of the State Board of Education.)
- "To elect or employ all other personnel of the institution upon nomination by the president or chief administrative officer . . ."
- "To purchase any land, easement, or right-of-way, which shall be necessary for the proper operation of the institution . . ."
- "To apply the standards and requirements for admission and graduation of students . . ."
- "To receive and accept private donations, gifts, bequests, and the like . . ."
- "To provide all or part of the instructional services for the institution by contracting with other public or private educational institutions of the State . . ."
- "To perform such other acts and do such other things as may be necessary or proper for the exercise of the foregoing specific powers, including the adoption and enforcement of all reasonable rules, regulations, and bylaws for the government and operation of the institution under this chapter and for the discipline of students. (1963, c. 448, s. 23.)"

Compensation, meetings, functions, and other matters related to trustees are specified by G.S. 115A.

STAFF ORGANIZATION OF AN INSTITUTION

The nature of the duties and other requirements of administrative staff and faculty members of institutions in the Community College System are unique among educational institutions. While there are certain similarities in functions, requirements in these institutions are not like four-year colleges and universities where advanced degree requirements are paramount.

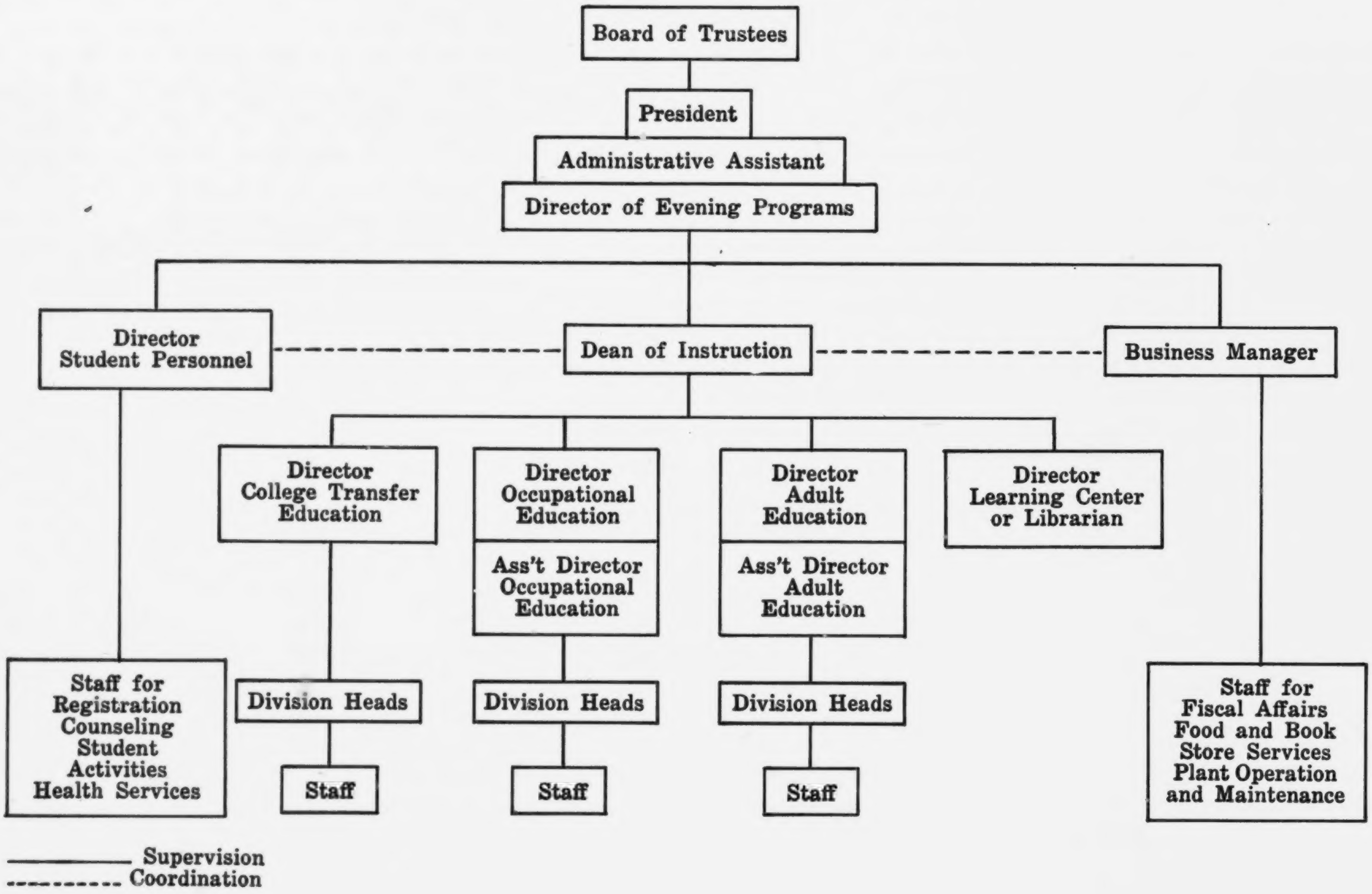
The administrative staff and faculty of these institutions must have certain characteristics that are essential for their successful operation. One of these characteristics is understanding of and unswerving commitment to the unique role of the institution. Another is ability to work with and for both individuals and groups in order to make the institution truly community centered. A third is the desire and ability to help each student find his place and achieve his full potential. An institutional organization chart is shown on page 21.

President. As chief administrative officer, the president is responsible for the entire operation of the institution. His competence and his personality will establish in the community the "image" of the institution. Trustees should not be satisfied with less than the best that can be secured. By law, the person holding this position must be approved by the State Board of Education. This approval must be obtained before the institution makes a final offer to employ an individual as president (or acting president).

Dean of Instruction. Under authority of the president, the dean of instruction is responsible for all curriculum and extension programs in the institution. The library or learning center will also be under his direction. In matters relating to curriculum and extension programs, all administrators will recognize his authority. Whether or not the president carries out his function himself or employs a dean will be determined by the size and complexity of the educational programs involved, as well as by the educational background of the president.

Directors of College Transfer, Occupational, or Adult Education Programs. Under the dean of instruction and the president, these positions provide for specialized educational leadership in the appropriate curriculum and extension education area. Since these officials will have authority over division heads, they should fully meet all of the requirements for top level administrative staff members. If the position is in occupational education programs, an educational background in depth for both technical and trade areas is required.

STAFF ORGANIZATION CHART


Board of Trustees
President
Administrative Assistant
Director of Evening Programs
Director Student Personnel
Dean of Instruction
Business Manager
Director College Transfer Education
Director Occupational Education
Ass't Director Occupational Education
Director Adult Education
Ass't Director Adult Education
Director Learning Center or Librarian
Staff for Registration Counseling Student Activities Health Services
Division Heads
Staff
Division Heads
Staff
Division Heads
Staff
Staff for Fiscal Affairs Food and Book Store Services Plant Operation and Maintenance
Supervision
Coordination

Director of Student Personnel. This position provides for the functions of student recruitment, preparation evaluation, counseling, registration, records, services, activities, and placement. Close liaison with the dean and directors of the instructional programs must be maintained.

Director of Evening Programs. This position requires strong administrative ability. It also requires general knowledge of the characteristics of good teaching to enable this official to give effective supervision to the wide variety of evening programs. It is most important that the quality of the evening classes be equally as high as the day classes. In administering and supervising the entire operation of the institution while on duty, the authority of the president and of the appropriate administrators and the business manager will be fully recognized.

Business Manager. This position provides for the functions of business and plant management. Under the president, these functions will need to be assigned to competent personnel. In smaller institutions, these functions can be carried out effectively by a competent bookkeeper and a good maintenance and custodial staff. In larger institutions, a business manager will need to be employed. The functions of budgeting, financial accounting, record keeping, and reporting are most important. Also important are inventory keeping, equipment and plant maintenance, operation of plant, and operation of student services, such as the bookstore, food services, etc.

Administrative Assistant. This position is provided in order to relieve the president of administrative details that can be assigned to an assistant, thus enabling the president to carry out more effectively his responsibilities. The qualifications are left to the president to determine, depending on the duties to be assigned.

Assistant Director of Occupational Education. The organization and administration of occupational extension programs are the primary responsibilities of this administrator. He operates under the director of occupational education and carries out his assigned responsibilities to include that of maintaining close contact with local business and industry.

Assistant Director of Adult Education. This position provides an assistant to the director of adult education in establishing the requirements for the development and excellence of all adult education, including adult basic education, adult high school, general adult education, and community services programs. He may assist in all areas or he may be assigned the responsibility for certain parts of the adult education program.

Director of Learning Center or Librarian. This staff function serves all the educational programs in the institution. This person works closely with the staff officers.

Counselor. Under the director of student personnel, this person will work as assigned in the areas of recruitment, registration, counseling, etc., or any combination of these responsibilities.

FULL-TIME POSITIONS IN INSTITUTIONS, 1963-64—1967-68

The following table shows the number of full-time administrative, instructural, and clerical employees in the various institutions in the Community College System for each of the five years, 1963-68, considered in this report. As will be noted, these positions have increased from a total of 520 to 2,226 during this period.

	1963-64	1964-65	1965-66	1966-67	1967-68
Administrative[1]	58	69	103	135	167
Instructional-					
Non-teaching[2]	65	98	174	243	357
Teaching[3]	342	481	681	957	1,340
Clerical[4]	55	95	174	205	362
Total	520	743	1,132	1,540	2,226

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[1] Presidents, Administrative Assistants, Business Managers, Directors of Evening Programs, and Bookkeepers.

[2] Deans of Instruction, Directors of Educational Programs, Directors of Student Personnel, Counselors, and Librarians.

[3] Full-time Teachers and Learning Laboratory Coordinators.

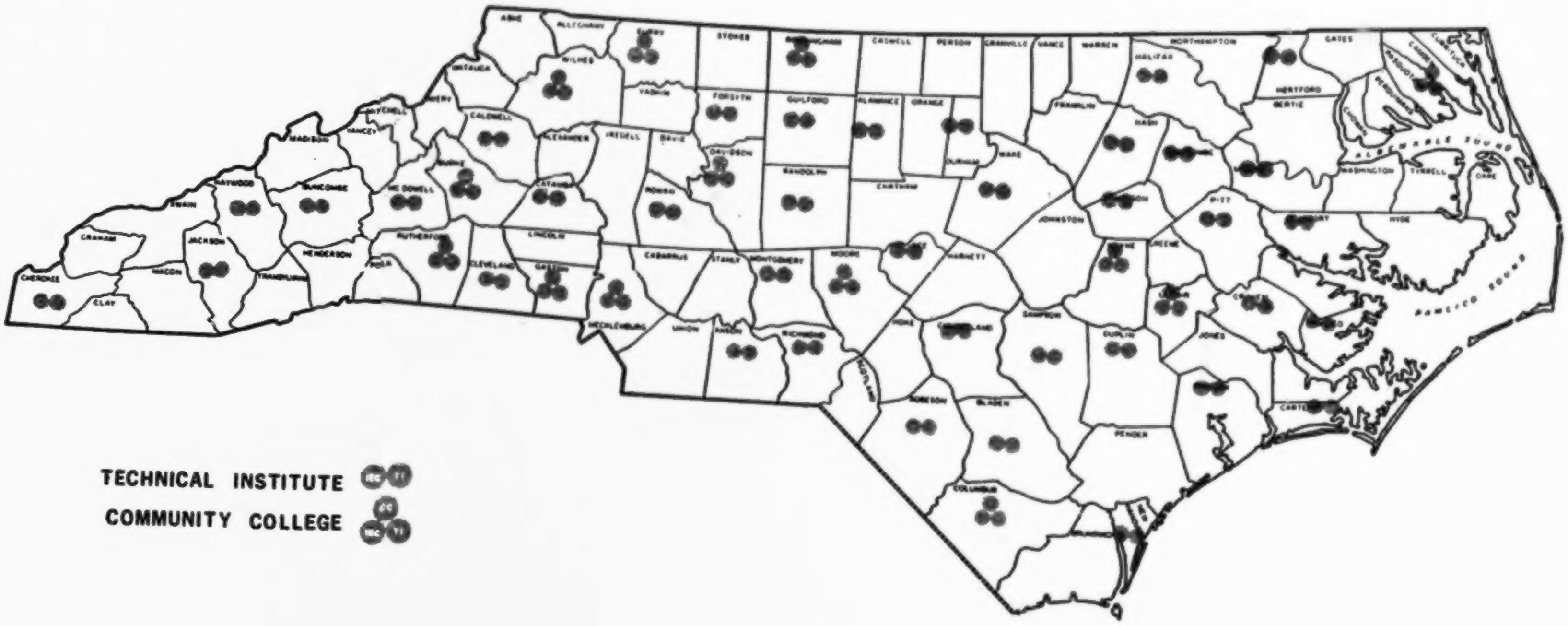
[4] Senior Clerks, Junior Clerks, and Typists.

NAME AND LOCATION OF INSTITUTIONS

(See Map on Next Page)

Institution	President	Location
Anson Technical Institute	Don Warren	Ansonville
Asheville-Buncombe Technical Institute	Thomas W. Simpson	Asheville
Beaufort County Technical Institute	Charles H. Byrd	Washington
Bladen Technical Institute	George Resseguie	Elizabethtown
Caldwell Technical Institute	H. E. Beam	Lenoir
Cape Fear Technical Institute	M. J. McLeod	Wilmington
Carteret Technical Institute	Henry J. McGee	Morehead City
Catawba Valley Technical Institute	Robert E. Paap	Hickory
Central Carolina Technical Institute	William A. Martin	Sanford
Central Piedmont Community College	Richard Hagemeyer	Charlotte
Cleveland County Technical Institute	James Petty	Shelby
College of The Albemarle	Bruce Petteway	Elizabeth City
Craven County Technical Institute	Thurman Brock	New Bern
Davidson County Community College	Grady E. Love	Lexington
Durham Technical Institute	Harold K. Collins	Durham
Edgecombe Technical Institute	Thurman Horney	Tarboro
Fayetteville Technical Institute	Howard E. Boudreau	Fayetteville
Forsyth Technical Institute	Ernest Parry	Winston-Salem
Gaston College	Woodrow B. Sugg	Dallas
Guilford Technical Institute	Luther R. Medlin	Jamestown
Halifax Technical Institute	Phillip Taylor	Weldon
Haywood Technical Institute	M. C. Nix	Clyde
Isothermal Community College	Fred J. Eason	Spindale
James Sprunt Institute	Dixon Hall	Kenansville
Lenoir County Community College	Ben E. Fountain, Jr.	Kinston
Martin Technical Institute	E. M. Hunt	Williamston
McDowell Technical Institute	John Alfred Price	Marion
Montgomery Technical Institute	David Bland	Troy
Nash Technical Institute	Jack Ballard	Rocky Mount
Onslow Technical Institute	James L. Henderson, Jr.	Jacksonville
Pamlico Technical Institute	Paul Johnson	Alliance
Pitt Technical Institute	William E. Fulford, Jr.	Greenville
Randolph Technical Institute	M. H. Branson	Asheboro
Richmond Technical Institute	Samuel D. Morgan	Hamlet
Roanoke-Chowan Technical Institute	J. W. Young	Ahoskie
Robeson Technical Institute	Craig Allen	St. Pauls
Rockingham Community College	Gerald B. James	Wentworth
Rowan Technical Institute	C. Merrill Hamilton	Salisbury
Sampson Technical Institute	James E. Vann	Clinton
Sandhills Community College	Raymond A. Stone	Southern Pines
Southeastern Community College	E. Philip Comer	Whiteville
Southwestern Technical Institute	Edward E. Bryson	Sylva
Surry Community College	I. John Krepick	Dobson
Technical Institute of Alamance	William E. Taylor	Burlington
Tri-City Technical Institute	Holland McSwain	Murphy
W. W. Holding Technical Institute	Robert W. LeMay	Raleigh
Wayne Community College	Clyde A. Erwin, Jr.	Goldsboro
Western Piedmont Community College	Gordon Blank	Morganton
Wilkes Community College	Howard E. Thompson	Wilkesboro
Wilson County Technical Institute	Salvatore DelMastro	Wilson

NORTH CAROLINA SYSTEM OF INSTITUTIONS


TECHNICAL INSTITUTE
COMMUNITY COLLEGE
ALBEMARLE SOUND
PAMLICO SOUND

FINANCIAL SUPPORT OF INSTITUTIONS

FINANCIAL SUPPORT

Financial support for institutions in the Community College System is provided as follows:

State—Equipment and library books are provided by the State. Matching funds up to $500,000 for capital or permanent improvements may be provided by the State to community colleges and chartered technical institutes. Additional capital funds may also be provided to qualifying institutions through several federal acts. Salaries and travel of administrative and instructional personnel and the cost of supplies and materials are paid by the State.

Local—Acquisition of land and erection of buildings is a local responsibility beyond any assistance which may be provided by the State or federal government. Current expense involved in the operation and maintenance of the plant is also a local responsibility. Local funds may also be used to supplement any State budget item.

Student—Curriculum students bear about twenty percent of the cost of operation. For students in full-time programs, this amounts to $32 per quarter for tuition charges for vocational and technical programs and $42 for college transfer programs. Extension students may be charged instructional supply fees, depending on the type of class taught. The distribution of operating costs is shared approximately as follows: State 65%, Local 15%, and Student 20%.

CURRENT EXPENSE BY INSTITUTION, 1963-64 THROUGH 1967-68*

The following table shows by institution the current expense funds provided from 1963-64 through 1967-68. Current expense funds are derived from State and federal appropriations and from student tuition fees. The table shows over $19,000,000 in current expenditures for the 50 institutions in 1967-68.

Institution	1963-64	1964-65	1965-66	1966-67	1967-68
Ansonville T.I.			$ 80,661.81	$ 69,560.75	$ 114,620.21
Asheville-Buncombe T.I.	$ 283,010.79	$ 502,239.92	571,431.81	619,225.82	710,792.34
Beaufort County T.I.			47,669.56	69,553.40	154,802.43
Bladen T.I.					63,243.86
Caldwell T.I.		15,229.35	84,463.58	203,276.40	305,831.78
Cape Fear T.I.	105,900.87	242,212.50	321,828.69	407,824.10	596,205.74
Carteret T.I.			136,671.17	175,618.99	223,032.24
Catawba Valley T.I.	230,801.39	306,088.72	345,694.22	403,196.52	514,713.27
Central Carolina T.I.	120,899.07	215,835.73	220,256.15	243,714.58	320,880.96
Central Piedmont C.C.	496,606.34	735,935.39	895,971.76	1,061,068.94	1,527,477.67
Cleveland County T.I.			42,545.28	108,735.63	192,478.77
College of The Albemarle	126,200.47	266,222.98	303,609.41	373,659.24	498,877.20
Craven County T.I.			67,632.10	116,251.95	203,169.17
Davidson County C.C.	102,418.68	167,936.60	199,650.69	369,664.26	499,546.14
Durham T.I.	209,416.16	278,993.90	330,208.55	414,262.81	496,908.78
Edgecombe T.I.					21,166.17
Fayetteville T.I.	254,466.93	372,312.73	470,769.68	607,848.78	802,292.94
Forsyth T.I.	297,238.07	449,310.24	501,038.35	565,562.48	713,409.93
Gaston College	139,259.47	186,421.98	789,601.75	936,308.78	953,203.64
Guilford T.I.	133,967.33	198,733.56	297,428.21	389,205.76	541,644.08
Halifax T.I.					14,875.30
Haywood T.I.			39,922.08	134,958.09	220,281.11
Isothermal C.C.		15,143.77	81,812.35	209,867.62	350,065.35
James Sprunt Inst.			127,546.27	232,078.24	237,973.15
Lenoir County C.C.	200,432.97	361,309.45	283,102.53	434,515.00	647,827.18
McDowell T.I.			73,733.01	113,560.06	135,059.01
Martin T.I.					29,996.51
Montgomery T.I.					12,479.41
Nash T.I.					55,218.08
Onslow T.I.			76,772.13	144,100.68	231,810.94
Pamlico T.I.			28,657.46	46,156.57	87,707.23
Pitt T.I.	184,508.37	386,099.68	379,198.72	387,197.53	569,361.72
Randolph T.I.	120,680.75	163,281.81	189,049.63	198,585.73	233,955.00
Richmond T.I.		19,043.31	120,961.65	230,443.14	332,080.39
Roanoke-Chowan T.I.					55,371.74
Robeson T.I.			58,653.12	106,497.54	205,069.35
Rockingham C.C.**	110,341.14	131,978.47	206,414.11	415,547.09	604,894.69
Rowan T.I.	134,991.69	233,987.25	282,080.12	352,788.36	434,276.68
Sampson T.I.			32,086.31	83,495.56	161,305.61
Sandhills C.C.	12,658.37	87,033.70	324,119.06	496,873.69	597,658.15
Southeastern C.C.		49,446.09	302,677.76	462,974.84	583,606.88
Southwestern T.I.			84,532.02	133,535.15	217,171.77
Surry C.C.		10,545.22	75,121.87	192,404.65	316,291.27
T.I. of Alamance	240,490.10	297,601.49	345,703.03	365,327.13	500,219.64
Tri-County T.I.			41,679.90	88,972.65	108,032.87
W. W. Holding T.I.	98,431.72	256,460.75	392,238.67	449,840.47	608,779.16
Wayne C.C.	267,889.56	535,748.40	438,307.40	502,388.05	666,265.82
Western Piedmont C.C.		36,490.45	100,150.74	362,852.32	540,248.13
Wilkes C.C.			49,155.52	278,003.89	477,492.16
Wilson County T.I.	224,351.97	327,629.84	381,949.07	374,960.84	530,521.18
Total	$4,074,962.21	$6,849,273.28	$10,222,757.30	$13,932,464.08	$19,220,192.80

* Includes general administration, curriculum instructional services, extension instructional services, and other related costs from State and federal funds; also includes institutional receipts deposited to State Treasurer.

** Includes Leaksville-Rockingham IEC for 1963-64 and 1964-65.

CURRENT EXPENSE BY TYPE, 1963-64 THROUGH 1967-68*

Current expense by type—general administration, curriculum instructional service, extension instructional service, and other related costs for 1963-64 through 1967-68—is shown in the following table. Curriculum and extension instructional services claim the largest portion of the current expense.

Year	General Adm.	Curriculum Inst. Serv.	Ext. Inst. Service	Other Rel. Costs	Total Current Exp.
1963-64	$1,062,777.98	$ 2,766,080.66	$ 132,214.92	$ 113,888.65	$ 4,074,962.21
1964-65	944,375.52	4,842,603.90	821,974.73	240,319.13	6,849,273.28
1965-66	1,290,282.82	6,104,053.32	1,665,595.65	1,162,825.51	10,222,757.30
1966-67	1,716,465.60	8,782,801.10	2,202,320.01	1,230,877.37	13,932,464.08
1967-68	2,358,414.11	12,711,968.84	2,636,028.37	1,513,781.48	19,220,192.80
Total	$7,372,316.03	$35,207,507.82	$7,458,133.68	$4,261,692.14	$54,299,649.67

* Includes State and federal funds and institutional receipts deposited to State Treasurer.

INSTITUTIONAL RECEIPTS*

Student tuition and other fees collected by the institutions and deposited to the State Treasurer for 1963-64 through 1967-68 are shown in the following table. These receipts are deposited to the State and serve to reduce the General Fund appropriation required for the operation of institutions.

Year	Amount
1963-64	$ 366,958.76
1964-65	587,047.45
1965-66	1,161,722.21
1966-67	1,658,882.79
1967-68	2,079,627.26

* Receipts from student tuition and other fees deposited to the State Treasurer.

LOCAL CURRENT EXPENSES, 1963-64 THROUGH 1967-68

Local institutional current expense consists of funds expended for operation and maintenance of plant plus any local funds voluntarily made available to supplement other budget items. The following table shows local current expense by institution from 1963-64 through 1967-68. Local funds expended for 1967-68 amounted to almost $3,000,000.

Institution	1963-64	1964-65	1965-66	1966-67	1967-68
Ansonville T.I.	$	$	$ 14,511.25	$ 14,739.14	$ 29,995.00(2)
Asheville-Buncombe T.I.	24,118.19	47,285.17	40,792.03	47,799.93	76,727.28
Beaufort County T.I.			5,922.65	15,041.55	18,000.00(2)
Bladen T.I.					(3)
Caldwell T.I.		6,705.50	27,843.21	45,962.94	56,509.23
Cape Fear T.I.	13,760.07	16,405.53	16,978.89	17,668.70	33,102.58
Carteret T.I.			19,439.52	15,582.73	20,000.00(2)
Catawba Valley T.I.	31,811.99	34,298.77	35,885.71	67,099.53	89,020.61
Central Carolina T.I.	21,967.84	24,997.81	26,870.19	40,644.35	40,919.00(2)
Central Piedmont C.C.	154,455.12	204,017.00	189,009.27	281,772.09	338,646.00(2)
Cleveland County T.I.			13.35		29,170.00(2)
College of The Albemarle	25,351.29	36,602.40	45,176.56	47,241.14	53,096.59
Craven County T.I.			16,760.00	25,345.45	25,121.00(2)
Davidson County C.C.	15,697.95	21,171.84	30,203.38	40,001.18	62,723.00(2)
Durham T.I.	19,086.06	18,356.05	24,965.97	25,545.95	33,144.26
Edgecombe T.I.					(3)
Fayetteville T.I.	33,515.10	44,217.63	51,460.54	84,798.77	109,470.00(2)
Forsyth T.I.	57,061.39	70,618.45	75,730.17	83,790.60	104,018.39
Gaston College	21,926.34	25,664.91	187,778.26	220,136.07	262,530.00(2)
Guilford T.I.	31,888.71	34,937.57	98,294.18	105,348.47	121,100.00(2)
Halifax T.I.					1,038.43(3)
Haywood T.I.			2,562.65	11,498.29	15,628.00(2)
Isothermal C.C.		3,325.44	14,820.50	42,192.36	46,565.21
James Sprunt Inst.			10,717.72	19,078.37	19,653.00(2)
Lenoir County C.C.	14,653.37	25,711.31	37,374.82	55,041.20	59,521.00(2)
McDowell T.I.			11,117.06	11,824.06	13,563.31
Martin T.I.					14,999.00(2) (3)
Montgomery T.I.					(3)
Nash T.I.					(3)
Onslow T.I.			7,094.65	15,259.33	30,597.56
Pamlico T.I.			1,803.82	3,634.11	6,660.00(2)
Pitt T.I.	8,829.42	32,296.98	57,049.03	64,104.66	67,456.80
Randolph T.I.	16,894.84	16,289.90	19,504.23	22,274.39	37,240.00(2)
Richmond T.I.		5,828.45	14,576.97	35,670.40	68,300.00(2)
Roanoke-Chowan T.I.					3,091.45(3)
Robeson T.I.			9,626.32	30,164.11	20,427.00(2)
Rockingham C.C. (1)	13,662.04	32,685.60	51,305.78	110,063.81	229,260.00(2)
Rowan T.I.	18,792.16	24,072.79	31,263.38	36,523.77	41,955.00(2)
Sampson T.I.				5,733.28	19,338.00(2)
Sandhills C.C.	3,418.65	12,124.48	60,742.42	98,182.89	85,233.00(2)
Southeastern C.C.		7,937.45	42,438.96	56,524.43	113,192.00(2)
Southwestern T.I.			10,606.18	10,624.56	13,616.10
Surry C.C.		4,168.20	25,344.70	47,386.90	67,356.00(2)
T.I. of Alamance	23,310.04	23,334.98	27,375.12	29,292.14	93,871.00(2)
Tri-County T.I.			3,635.16	8,350.74	8,663.86
W. W. Holding T.I.	18,082.32	27,714.24	43,980.31	65,109.05	87,452.75
Wayne C.C.	22,500.75	51,191.48	33,458.10	50,114.75	61,909.00(2)
Western Piedmont C.C.		11,890.46	41,450.07	65,162.49	102,320.00(2)
Wilkes C.C.			8,042.69	22,517.31	67,750.00(2)
Wilson County T.I.	13,114.04	16,145.65	20,056.41	27,910.68	33,950.00(2)
Total	$603,897.68	$879,996.04	$1,493,582.18	$2,122,756.67	$2,933,900.41

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[1] Includes Leaksville-Rockingham I.E.C. for 1963-64 and 1964-65.

[2] Estimated.

[3] New Institution.

EXPENDITURES FOR EQUIPMENT, 1957-1968

Furniture and equipment for administrative and instructional purposes are a State responsibility. Total amount of equipment expenditures and amount expended by curriculum FTE students for 1967 by institution from 1957 (date of original appropriation) through June 30, 1968 are shown in the following table:

Institution	Total Amount*	Amount per 1967 FTE Student***
Ansonville T.I.	$ 20,102.66	$ 346.60
Asheville-Buncombe T.I.	996,095.81	1,447.81
Beaufort County T.I.	86,398.98	744.82
Bladen T.I.	6,683.80	668.38
Caldwell T.I.	327,177.36	1,176.89
Cape Fear T.I.	626,827.16	2,041.78
Carteret T.I.	85,048.07	691.44
Catawba Valley T.I.	682,801.50	1,068.54
Central Carolina T.I.	428,953.94	1,914.97
Central Piedmont C.C.	1,139,422.38	503.28
Cleveland County T.I.	96,874.24	633.16
College of The Albemarle	242,820.70	467.86
Craven County T.I.	135,620.25	1,051.31
Davidson County C.C.	619,017.64	1,439.57
Durham T.I.	642,188.74	1,305.26
Edgecombe T.I.	8,606.48	1,434.41
Fayetteville T.I.	657,314.89	891.87
Forsyth T.I.	801,730.66	1,102.79
Gaston College	791,815.09	683.77
Guilford T.I.	703,968.68	1,533.70
Halifax T.I.	5,102.25	175.93
Haywood T.I.	138,626.30	644.77
Isothermal C.C.	294,755.92	1,270.49
James Sprunt Inst.	141,833.28	1,020.38
Lenoir County C.C.	625,060.20	931.53
McDowell T.I.	65,798.01	603.65
Martin T.I.	18,087.44	**
Montgomery T.I.	5,442.55	**
Nash T.I.	23,042.46	**
Onslow T.I.	78,489.71	381.01
Pamlico T.I.	25,932.68	1,080.52
Pitt T.I.	478,035.26	1,163.10
Randolph T.I.	413,798.24	2,298.87
Richmond T.I.	517,263.02	2,857.80
Roanoke-Chowan T.I.	34,051.81	6,810.36
Robeson T.I.	119,667.91	1,233.68
Rockingham C.C.	852,143.59	1,396.95
Rowan T.I.	597,727.82	1,585.48
Sampson T.I.	76,644.25	744.11
Sandhills C.C.	602,808.68	831.46
Southeastern C.C.	462,731.93	820.44
Southwestern T.I.	41,150.63	279.93
Surry C.C.	382,928.27	1,090.96
T.I. of Alamance	783,998.35	1,407.53
Tri-County T.I.	46,072.70	677.53
W. W. Holding T.I.	778,556.72	1,174.29
Wayne C.C.	627,147.54	1,016.44
Western Piedmont C.C.	484,690.37	971.32
Wilkes C.C.	253,097.78	632.74
Wilson County T.I.	618,767.51	1,319.33
Total	$18,692,922.27	$1,029.01

* Includes State and federal funds.

** New Institution; no FTE students enrolled.

*** One FTE (full-time equivalent student) is an enrollment of 16 hours per week for 44 weeks, or a full four-quarter year.

NUMBER AND ESTIMATED COST OF LIBRARY BOOKS

The following table shows the number of library books, estimated cost, and books per curriculum student for 1967 accessioned by the State. The period covered is from 1957 through June 30, 1968.

Institution	No. of Books	Total Estimated Cost of Books*	Books per FTE Student—1967
Ansonville T.I.	282	$ 1,551.00	5
Asheville-Buncombe T.I.	5,597	30,783.50	8
Beaufort County T.I.**	394	2,167.00	3
Bladen T.I.***	44	242.00	4
Caldwell T.I.	4,649	25,569.50	20
Cape Fear T.I.	7,953	41,761.50	24
Carteret T.I.*	924	5,082.00	7
Catawba Valley T.I.	7,367	40,518.50	11
Central Carolina T.I.	6,270	34,485.00	27
Central Piedmont C.C.	10,706	58,883.00	4
Cleveland County T.I.**	238	1,309.00	1
College of The Albemarle	6,172	33,946.00	11
Craven County T.I.**	962	5,291.00	7
Davidson County C.C.	10,201	56,105.50	23
Durham T.I.	5,532	30,426.00	11
Edgecombe T.I.***			
Fayetteville T.I.	5,998	32,989.00	8
Forsyth T.I.	5,965	32,807.50	8
Gaston College	5,979	32,884.50	5
Guilford T.I.	6,848	37,664.00	14
Halifax T.I.***			
Haywood T.I.**	279	1,534.50	1
Isothermal C.C.	9,190	50,545.00	39
James Sprunt Inst.**	3,595	19,772.50	25
Lenoir County C.C.	19,822	109,021.00	29
McDowell T.I.**			
Martin T.I.***			
Montgomery T.I.***	4	22.00	
Nash T.I.***	127	698.50	
Onslow T.I.	620	3,410.00	3
Pamlico T.I.**	52	286.00	2
Pitt T.I.	7,701	42,355.50	18
Randolph T.I.	5,792	31,856.00	32
Richmond T.I.	2,939	16,164.50	16
Roanoke-Chowan T.I.***	463	2,546.50	92
Robeson T.I.**	564	3,102.00	5
Rockingham C.C.	12,294	67,617.00	20
Rowan T.I.	6,543	35,986.50	17
Sampson T.I.**	1,574	8,657.00	15
Sandhills C.C.	17,199	94,594.50	23
Southeastern C.C.	18,475	101,612.50	32
Southwestern T.I.**	305	1,677.50	2
Surry C.C.	7,754	42,647.00	22
T.I. of Alamance	8,173	44,951.50	14
Tri-County T.I.**			
W. W. Holding T.I.	6,589	36,239.50	9
Wayne C.C.	8,087	44,478.50	13
Western Piedmont C.C.	11,122	61,171.00	22
Wilkes C.C.	9,702	53,361.00	24
Wilson County T.I.	7,227	39,748.50	15
Total	257,913	$1,418,521.50	14

* Average estimated cost = $5.50 per book

** Includes only books ordered since September 1967. Prior to that date books were ordered by and charged to a parent institution.

*** New institutions with limited or no enrollment.

CAPITAL FUNDS PER SOURCE THROUGH JUNE 30, 1968

Capital funds provided from local, State, Vocational Education Act, and other Federal sources by institution through June 30, 1968 are shown on the following table. Local sources provided $30,193,745—more than half of the total $57,773,016 provided from all sources.

Institution	Local	State	Vo-Ed	Other Federal	Total
Ansonville T.I.	$ 385,000	$ 0	$ 0	$ 0	$ 385,000
Asheville-Buncombe T.I.	614,884	144,000	356,000	212,000	1,326,884
Beaufort County T.I.	500,000	0	0	0	500,000
Bladen T.I.	60,000	0	0	0	60,000
Caldwell T.I.	635,362	0	500,000	264,260	1,399,622
Cape Fear T.I.	608,169	0	500,000	0	1,108,169
Carteret T.I.	0	0	0	0	0
Catawba Valley T.I.	828,150	337,319	162,681	245,000	1,573,150
Central Carolina T.I.	409,700	172,500	172,500	0	754,700
Central Piedmont C.C.	6,623,327	500,000	0	2,516,199	9,639,526
Cleveland County T.I.	0	0	0	0	0
College of The Albemarle	365,000	365,000	0	0	730,000
Craven County T.I.	0	0	0	0	0
Davidson County C.C.	600,000	500,000	0	449,970	1,549,970
Durham T.I.	504,000	250,000	95,000	93,000	942,000
Edgecombe T.I.	0	0	0	64,000	64,000
Fayetteville T.I.	924,885	136,425	239,302	0	1,300,612
Forsyth T.I.	797,216	95,000	250,000	400,000	1,542,216
Gaston College	800,000	878,000	0	1,065,963	2,743,963
Guilford T.I.	962,000	250,000	95,000	0	1,307,000
Halifax T.I.	0	0	0	0	0
Haywood T.I.	500,000	0	0	0	500,000
Isothermal C.C.	576,000	500,000	0	822,479	1,898,479
James Sprunt Inst.	376,000	0	0	214,517	590,517
Lenoir County C.C.	650,000	500,000	0	532,900	1,682,000
McDowell T.I.	0	0	0	0	0
Martin T.I.	60,000	0	0	240,000	300,000
Montgomery T.I.	0	0	0	0	0
Nash T.I.	0	0	0	0	0
Onslow T.I.	720,000	0	0	0	720,000
Pamlico T.I.	85,000	0	0	0	85,000
Pitt T.I.	500,000	250,000	250,000	54,000	1,054,000
Randolph T.I.	435,092	172,500	106,703	0	714,295
Richmond T.I.	381,127	344,547	50,000	0	775,674
Roanoke-Chowan T.I.	82,000	0	0	0	82,000
Robeson T.I.	0	0	0	0	0
Rockingham C.C.	2,518,281	500,000	0	1,733,257	4,751,538
Rowan T.I.	589,596	169,904	179,077	0	938,577
Sampson T.I.	10,000	0	0	0	10,000
Sandhills C.C.	1,180,000	500,000	0	913,949	2,593,949
Southeastern C.C.	667,000	500,000	0	798,781	1,965,781
Southwestern T.I.	367,000	0	0	250,000	617,000
Surry C.C.	589,570	500,000	0	718,437	1,808,007
T.I. of Alamance	530,429	250,000	95,000	133,000	1,008,429
Tri-County T.I.	19,471	0	0	51,200	70,671
W. W. Holding T.I.	645,289	250,000	250,000	25,000	1,170,289
Wayne C.C.	594,197	240,000	160,000	140,800	1,134,997
Western Piedmont C.C.	1,000,000	500,000	0	832,927	2,332,927
Wilkes C.C.	875,000	500,000	0	1,175,974	2,550,974
Wilson County T.I.	625,000	250,000	116,200	499,000	1,490,200
Total	$30,193,745	$9,555,195	$3,577,463	$14,446,613	$57,773,016

PERCENT CAPITAL FUNDS PER SOURCE

Percent of capital funds per source—local, State, or federal; four quarter average of curriculum full-time equivalent students in enrollment for 1967-68; total capital funds per full-time equivalent curriculum student; and percent and proposed square footage through 1969 are shown by institution in the following table:

Institution	Local	State	Fed.	1967-68 Four Qtr. Avg. Curr. FTE	Total Capital Funds Per FTE	Present and Proposed Sq. Ft. Thru 1969
Ansonville T.I.	100	0	0	58	$ 6,637	27,934
Asheville-Buncombe T.I.	46	11	43	688	1,928	99,004
Beaufort County T.I.	100	0	0	116	0	15,000*
Bladen T.I.	100	0	0	10	0	10,000*
Caldwell T.I.	45	0	55	278	9,807	61,707
Cape Fear T.I.	55	0	45	307	3,609	51,192
Carteret T.I.	0	0	0	123	0	16,000*
Catawba Valley T.I.	53	21	26	639	2,461	77,646
Central Carolina T.I.	54	23	23	224	3,369	64,380
Central Piedmont C.C.	69	5	26	2,264	4,257	306,407
Cleveland County T.I.	0	0	0	153	0	18,900*
College of The Albemarle	50	50	0	519	1,406	37,256
Craven County T.I.	0	0	0	129	0	18,900*
Davidson County C.C.	39	32	29	430	3,605	72,500
Durham T.I.	54	27	19	492	1,914	68,500
Edgecombe T.I.	100	0	0	6	1,067	20,000*
Fayetteville T.I.	71	11	18	737	1,765	69,808
Forsyth T.I.	52	6	42	727	2,121	128,525
Gaston College	29	32	39	1,158	2,369	143,231
Guilford T.I.	74	19	7	459	2,847	95,145
Halifax T.I.	0	0	0	29	0	20,000*
Haywood T.I.	100	0	0	215	2,325	22,400*
Isothermal C.C.	30	26	44	232	8,183	68,740
James Sprunt Inst.	64	0	36	139	4,248	42,500
Lenoir County C.C.	39	30	31	671	2,508	99,139
McDowell, T.I.	20	0	80	109	2,752	20,000
Martin T.I.	0	0	0	0	0	10,000*
Montgomery T.I.	0	0	0	0	0	9,000*
Nash T.I.	0	0	0	0	0	0
Onslow T.I.	100	0	0	206	3,495	28,955
Pamlico T.I.	100	0	0	24	3,541	6,450
Pitt T.I.	47	24	29	411	2,564	62,455
Randolph T.I.	61	24	15	180	3,968	40,600
Richmond T.I.	49	44	7	181	4,285	41,500
Roanoke-Chowan T.I.	100	0	0	5	16,400	14,094
Robeson T.I.	0	0	0	97	0	27,500*
Rockingham C.C.	53	11	36	610	7,789	164,756
Rowan T.I.	63	18	19	377	2,489	72,379
Sampson T.I.	100	0	0	103	97	24,000*
Sandhills C.C.	46	19	35	725	3,577	115,897
Southeastern C.C.	34	25	41	564	3,485	99,004
Southwestern T.I.	60	0	40	147	4,197	43,800
Surry C.C.	33	27	40	351	5,151	77,000
T.I. of Alamance	53	25	22	557	1,810	72,164
Tri-County T.I.	28	0	72	68	1,039	19,600
W. W. Holding T.I.	55	21	24	663	1,765	76,345
Wayne C.C.	52	21	27	617	1,839	83,200
Western Piedmont C.C.	43	21	36	499	4,675	81,100
Wilkes C.C.	34	20	46	400	6,377	162,205
Wilson County T.I.	42	17	41	469	3,177	69,700
Total	52	17	31	18,166	$ 3,180	3,016,518

* Leased.

CAMPUS FACILITIES

The number of acres of campus, number of buildings owned or leased, and the value of campus facilities by institution are shown in the following table. As of June 30, 1968, State, federal, and local funds amounting to $77,884,459.77 had been invested in 2,543.03 acres of campus and 164 buildings.

Institution	Acres of Campus	Number of Buildings Owned	Number of Buildings Leased	Value*
Ansonville T.I.	40.00	0	4	$ 406,653.66
Asheville-Buncombe T.I.	26.02	6	0	2,353,763.31
Beaufort County T.I.	65.00	0	5	588,565.98
Bladen T.I.	10.00	0	4	66,925.80
Caldwell T.I.	79.00	2	0	1,752,368.86
Cape Fear T.I.	8.50	3	2	1,776,757.66
Carteret T.I.	0	1	2	90,130.07
Catawba Valley T.I.	36.00	12	0	2,296,470.00
Central Carolina T.I.	26.00	5	1	1,218,138.94
Central Piedmont C.C.	19.02	7	0	10,837,831.38
Cleveland County T.I.	0	0	3	98,183.24
College of The Albemarle	3.25	5	4	1,006,766.70
Craven County T.I.	100	0	4	140,911.25
Davidson County C.C.	65.00	2	0	2,225,093.14
Durham T.I.	19.89	4	0	1,614,614.74
Edgecombe T.I.	75.00	1	0	72,606.48
Fayetteville T.I.	53.00	10	0	1,990,915.89
Forsyth T.I.	15.00	5	0	2,376,754.16
Gaston College	166.53	10	0	3,568,662.59
Guilford T.I.	89.12	7	0	2,048,632.68
Halifax T.I.	9.00	3	0	5,102.25
Haywood T.I.	49.00	0	4	640,160.80
Isothermal C.C.	110.00	5	0	2,243,779.92
James Sprunt Inst.	53.00	2	0	752,122.78
Lenoir County C.C.	59.00	3	0	2,416,981.20
McDowell T.I.	20.00	0	3	365,798.01
Martin T.I.	50.00	0	3	18,087.44
Montgomery T.I.	0	0	1	5,464.55
Nash T.I.	0	0	1	23,740.96
Onslow T.I.	95.09	4	0	801,899.71
Pamlico T.I.	6.50	0	4	111,218.68
Pitt T.I.	67.00	1	0	1,574,390.76
Randolph T.I.	24.85	4	0	1,159,949.24
Richmond T.I.	159.63	1	4	1,309,101.52
Roanoke-Chowan T.I.	39.00	0	6	118,598.31
Robeson T.I.	0	0	8	122,769.91
Rockingham C.C.	150.23	4	0	5,671,298.59
Rowan T.I.	92.23	3	0	1,572,291.38
Sampson T.I.	0	0	7	95,301.25
Sandhills C.C.	180.00	4	0	3,291,352.18
Southeastern C.C.	106.00	4	0	2,530,125.43
Southwestern T.I.	17.00	1	1	659,828.13
Surry C.C.	46.20	4	0	2,233,582.27
T.I. of Alamance	4.42	3	0	1,837,378.85
Tri-County T.I.	3.00	11	0	116,743.70
W. W. Holding T.I.	30.80	5	5	1,985,085.22
Wayne C.C.	44.75	10	0	1,806,623.04
Western Piedmont C.C.	135.00	4	0	2,878,788.37
Wilkes C.C.	75.00	3	0	2,857,432.78
Wilson County T.I.	20.00	5	0	2,148,716.01
Total	2,543.03	164	76	$77,884,459.77

* Includes State, federal, and local funds invested in land, buildings, and equipment.

ESTIMATE OF STATE EXPENDITURES FOR 1968-69 AND BUDGET REQUESTS FOR THE 1969-71 BIENNIUM

An estimate of current expense and of equipment and library book expense for 1968-69, pending "A" and "B" Budget requests for each year of the 1969-71 Biennium, and the now pending capital improvement request are shown in the following table. Estimated expenditures for 1968-69 are $33,356,995. The "A" Budget request for the 1969-71 Biennium totals $88,316,265 and the "B" Budget request for the same period totals $67,003,198. A total of over 12 million dollars for capital improvement was requested.

	Estimate 1968-69	Request		
		1969-70	1970-71	Total
"A" Budget				
Current Expense	$31,754,546	$38,332,217	$43,984,048	$82,316,265
Equipment and Library Books	1,602,449	4,500,000	1,500,000	6,000,000
Total	$33,356,995*	$42,832,217	$45,484,048	$88,316,265
"B" Budget				
Current Expense		$20,245,164	$25,733,793	$45,978,957
Equipment and Library Books		11,178,754	9,845,487	21,024,241
Total		$31,423,918**	$35,579,280**	$67,003,198
Capital Improvement Request for 1969-71 Biennium				$12,391,402

* Includes "A" and "B" Budget funds.
** Includes funds for the establishment of three new technical institutes.

FINANCIAL AID TO STUDENTS

There are a number of student financial aid programs available at community colleges and technical institutes. These programs have enabled many students to meet their educational expenses. The individual programs available at institutions are as follows:

1. *The Work Study Program under the Vocational-Education Act of 1963* has been the largest program. The Department of Community Colleges elected to participate in the program in 1965, and since this time over $413,659 of federal money has been allocated to the institutions. These federal funds were matched on a 75-25% basis from local funds, which means that a total of $551,546 was paid out to students for part-time work under this program. In the academic year 1967-68, a total of $95,691 was paid to student workers. Funds for the 1968-69 academic year have been authorized by the 90th Congress for the Work-Study Program, but as of this date no money has been appropriated for the program. An early authorization from the 91st Congress will enable institutions to continue to offer this program.

2. *A College Work-Study Program* has been participated in by community colleges and several technical institutes. Funds in excess of $400,000 have been allocated to institutions for this program from the Federal Government. These funds have provided jobs for well over 1,000 students. The 1968 amendments to the Higher Education Act of 1965 made it possible for the first time for all technical institutes to apply for funds under this program. The amendments state that any student who is a high school graduate and who is undertaking a course of study, six months or more of duration leading to gainfull employment, is eligible to apply for work under the College Work-Study Program. This liberlization of the requirements for these jobs should make it possible for many hundreds of students to be eligible for assistance.

3. *The National Defense Student Loan Program*, a fairly new loan program, has lent over $100,000 to students. The 1968 amendments to the Higher Education Act of 1965 will make it possible for many more students to be eligible for loans under this financial aid loan program. Prior to these amendments, only those students attending community colleges and a few technical institutes who met the requirements could borrow under this program.

4. *The Educational Opportunity Grants Program* is also a fairly new program under which students from low income families are given grants up to $800 to meet their educational expenses. Institutions awarded over $60,000 to their students under this program. The 1968 amendments to the Higher Education Act of 1965 made these grants available to students in all institutions provided they have met the criteria spelled out in the section under College Work-Study Program above.

5. *The College Foundation* administers the guaranteed loan program in the State of North Carolina. Since 1963 and prior to this academic year, the Foundation made loans to 337 students in the amount of $126,358. For the academic year 1968-69, 265 individual loans in the amount of $105,103 have been made, or a grand total of 602 loans amounting to $231,462. These low interest loans carry no interest to the student while he is enrolled in the institution and a low rate of interest upon completion of his education. The Foundation has set aside $250,000 for loans for students attending institutions in the Community College System.

6. *A Student Loan Program—Vocational-Technical Education* is provided by the Department of Community Colleges. Small loans are made to students who are enrolled in vocational and technical programs. Since this loan fund was established, 256 loans in the amount of $45,025 have been processed. The majority of funds now available under this program are committed to outstanding loans, and it will be sometime before repayments into the fund increase the funds to a point where additional loans can be made.

7. *The Department of Veteran's Affairs* will provide financial assistance to students who are children of disabled or deceased veterans enrolled in community colleges but not in technical institutes. These scholarships vary from tuition only, to tuition and an allowance for room, board and activity fees. A total of 151 scholarships under this program have been awarded to students during the past four years.

8. *Local funds for part-time employment* have been budgeted for students in some institutions, and well over 100 students have obtained jobs under this program. The total amount of money expended under the program is not large, less than $20,000. However, this part-time employment has made it possible for many students to obtain an education.

9. *Local scholarships* were awarded to over 200 students during the academic year 1968-69. Since the establishment of the Department in 1963, approximately 600 students have received these local scholarships at a total value of $125,000.

10. *Various veteran's programs* provide educational benefits to students who are veterans. A recent survey showed that well over 2,000 veterans had received educational benefits while attending institutions.

One of the major problems facing students during the ensuing years will be the increasing cost of obtaining an education. It is hoped that with the liberalization of the requirements for applying for aid under the various government programs, more money will be available to the local institutions for student loans and for providing part-time student employment opportunities.

SUMMARY OF FINANCIAL SUPPORT TO INSTITUTIONS AND RELATED INFORMATION 1963-68

Following is a summary of financial support to institutions showing current expense, local expense, student receipts, net State and federal expense, State and federal expense per FTE student, institutional receipts per FTE student, and local expense per FTE student for each year of the five year period. In addition, full-time positions, FTE students per teacher, and average annual instructional unit salary allocation are shown. Also, total expenditures for equipment, library books, and buildings and information on campus facilities have been included.

	1963-64	1964-65	1965-66	1966-67	1967-68
Total Current Expense*	$4,678,859.89	$7,729,269.32	$11,716,339.48	$16,055,220.75	$22,154,093.21
Less: Local Expense	603,897.68	879,996.04	1,493,582.18	2,122,756.67	2,933,900.41
Student Receipts	366,958.76	587,047.45	1,161,722.21	1,658,882.79	2,079,627.26
Net State and Federal Expense	$3,708,003.45	$6,262,225.83	$ 9,061,035.09	$12,273,581.29	$17,140,565.54
Average Annual Enrollment (FTE)	7,781	12,799	25,704	28,250	32,756
State and Federal Current Expense Per FTE	476.54	489.27	352.51	434.46	523.28
Institutional Student Receipts Per FTE	47.16	45.86	45.19	65.69	63.48
Local Expense Per FTE	77.61	68.75	58.10	75.14	89.56
Full-time Positions	520	743	1,132	1,540	2,226
Full-time Equivalent Students per Teacher	***	22	22	22	22
Average Annual Instructional Unit Salary	***	***	6,564.35	7,782.00	8,900.00
Expenditures for Equipment**					$18,692,922.27
Number of Library Books**					257,913
Estimated Cost of Library Books**					$ 1,418,521.50
Capital Funds per Source					
Federal					$18,024,076.00
State					9,555,195.00
Local					30,193,745.00
Total					$57,773,016.00
Campus Facilities					
Acres of Campus					2,543.03
Number of Buildings—					
Owned					164
Leased					76

* Includes local current expense and institutional receipts.
** Purchased with State Funds, from 1957 through June 30, 1968.
*** Information not available.

INSTITUTIONAL SERVICES TO THE COMMUNITY

TYPES OF OPPORTUNITIES

- Vocational (trade) level training opportunities are available for full-time study or in short extension courses through each institution in the Community College System.
- Technical level studies leading to an associate degree are available through each institution in the System.
- Freshman and sophomore levels of college transfer studies are available in the community colleges, but are not available in the technical institutes.
- Adult basic (grade levels 1-8) educational opportunities are available through each institution in the System.
- High school completion (grade level 9-12) educational opportunities are available through each institution in the System; also individualized instruction through programmed materials on basic high school and college transfer levels is available for those who cannot enroll in a classroom course.
- Short non-credit courses, designed to raise the general cultural and citizenship level of the people, are offered by all institutions as the demand becomes evident and as funds permit.

PROGRAMS OFFERED

Occupational Education Programs Offered

The primary purpose of post-secondary occupational education is to provide adequate training opportunities for the individual whose goal is employment.

Training opportunities are provided for high school graduates, school dropouts, and adults in North Carolina who desire training to qualify for semiskilled, skilled, and technical occupations which are appropriate to their interests and abilities.

The technical programs prepare individuals for work in fields recognized as nearly professional. These programs are developed as college level, though not college transfer, and are designed to lead to employment upon graduation. The graduates of these programs usually work in close cooperation with and under the direct supervision of a professionally trained person. Highly skilled technicians are becoming an increasingly essential part of the scientific and management team in modern scientific research, development, production, maintenance, and services in all fields of applied science.

Technical curricula are two years in length and lead to the Associate in Applied Science degree.

Vocational programs in community colleges and technical institutes are designed to train people for entrance into a skilled occupation. The occupational entry of the graduate is at the semi-skilled level, but his training permits him to progress more rapidly to the skilled or "craftsman" level.

The vocational programs vary in length, depending upon the requirement of skills and job proficiency. Certificates are usually awarded on completion of the one to three quarter programs; diplomas are awarded for the completion of programs that run one or two years. In the diploma programs, the student also takes courses in communication skills and social sciences which are directly related to the occupational goals of the program.

Programs of occupational preparation and supplemental training are also offered for adults by the 50 post-secondary institutions. With the changing technology, opportunities are provided for the adult to upgrade the skill and knowledge needed for his present job or prepare himself for a new job. Increasing emphasis has been placed on training programs for the unemployed and underemployed.

In 1962, a study indicated that 13 of the 20 industrial education centers offered 18 technical and 33 vocational curricula on a full-time basis. Since 1963, 50 new full-time curricula have been developed and implemented. Presently, 15 additional curricula are under development.

The table below indicates the curricula programs offered in technical institutes and community colleges to meet the needs of occupational education during the last biennum.

SCHOOL OFFERING FULL-TIME, PREPARATORY, AND SUPPLEMENTAL OCCUPATIONAL PROGRAMS

Occupational Areas of Training	Technical Institutes 1966-67	1967-68	Community Colleges 1966-67	1967-68
Agriculture	16	22	5	8
Distribution	17	22	4	7
Health	23	29	9	12
Home Economics and Food Service	24	28	8	10
Office and Business	25	36	9	12
Technical	18	27	8	8
Trade and Industrial	31	37	12	13
Total Number of Institutions By Year	31	37	12	13

AGRICULTURAL AND BIOLOGICAL EDUCATION

The technological explosion in agriculture and the rapid expansion of the off-farm phase of the nation's biggest industry have brought about an increasing need for semi-professional workers known as "technicians." The agricultural industry in North Carolina needs individuals with a good understanding of agriculture who can exercise sound judgment and competently perform such activities as selling, servicing, supervising, controlling, evaluating, diagnosing, building, operating, and testing in specialized situations. The training of such individuals is a primary objective of the agricultural and biological education offering.

Examples of areas where agricultural and biological technicians are needed and for which training opportunities are offered are farm supply and equipment firms, feed and fertilizer plants, horticultural enterprises, poultry hatcheries, agricultural chemical firms, agricultural research installations, food processing plants, forest services and industries, soil and water conservation districts, veterinary hospitals, and large specialized farming operations.

The following two-year technical curricula have been developed and are offered by various institutions to meet the needs for technicians in agriculture and biology: agricultural business, agricultural chemicals, agricultural research, agricultural equipment, veterinary medical, food processing, forest management, recreational grounds management, ornamental horticulture, poultry and livestock, and soil and water conservation.

DISTRIBUTIVE EDUCATION

As our population expands, there is an increased need for trained personnel to work in the areas of marketing and distribution of goods, finance, credit, insurance, real estate, and advertising. In an effort to meet this need, curricula have been developed to provide occupational training for those individuals interested in working in one of these areas of employment. Short-term training and courses are also provided to upgrade skills and provide employment opportunities for adults.

ENGINEERING TECHNOLOGIES

With the increasing industrialization of the State and an advancing technological boom, there is an increasing demand for technicians to support engineering functions.

Engineering technology programs have been developed to prepare individuals to work in close harmony with the engineer and other professionally trained persons in an industrial setting. The following curricula train for a broad range of engineering technology skills: air conditioning and refrigeration, chemical, civil, electromechanical, architectural, furniture drafting and design, mechanical drafting and design, electrical, electronics, fire and safety engineering technology, industrial engineering technology, instrumentation, industrial management, manufacturing, and environmental engineering technology.

HEALTH OCCUPATIONS

Health occupational education prepares individuals to function in a close working relationship with professional workers in providing services to persons with health problems. The health occupations area is one of the fastest growing occupation areas today; in the nation as a whole, there is a need for preparing some 10,000 new health workers monthly.

When the Department of Community Colleges was established in 1963, health occupations education consisted mainly of 19 practical nurse education programs and extension courses offered by the industrial education centers and public school system.

Requirements for licensure and for certification of persons completing most of the health occupations programs influence the organization and development of the curriculum.

Presently, the following examples of curricula are offered by post-secondary institutions: associate degree nursing, dental assisting, medical laboratory assistant, mental health worker, practical nursing, psychiatric aide, personal care and family aide, nurse assistant, surgical assistant, and ward clerk.

HOME ECONOMICS AND FOOD SERVICE

Increased emphasis has been directed toward occupational training for those working outside of the home. Many opportunities for employment exist in the areas of hotel-motel operation, food service, cosmetology, infant and child care, interior design, home furnishings and clothing production and services. Curricula and courses are available to train individuals in these areas and provide employable skills for those interested in this type of work.

OFFICE AND BUSINESS TECHNOLOGIES

The successful business enterprise can no longer operate with a few typists and bookkeepers. Today's business offiice is automated to a considerable degree. Technicians are required for business data processing, machine accounting, inventory control, customer billing, information retrieval, microfilming of records, and copy reproduction. Also, the private secretary of today must supplement her typing and shorthand with many new skills and abilities to meet the demands of her position.

Business technologies offered in the Community College System are two years in length, leading to an Associate in Applied Science degree.

The purpose of programs in business technologies is to prepare individuals for employment at the semiprofessional level to support industry and business with trained personnel, the following curricula are offered in the Community College System: accounting, business administration, court reporting, electronic data processing, business, and secretarial science (engineering and technical, executive, legal, and medical).

TRADE AND INDUSTRIAL

The System of Community Colleges and Technical Institutes offers a wide variety of industrially oriented training programs. The programs are designed to train individuals to be skilled craftsmen or semiskiled workers for specific needs of industry. The range of programs provided will meet the needs of persons with different types and levels of ability and with desires to enter an industrial occupation.

Among the curricula offered are: auto mechanics, auto body repair, air conditioning and refrigeration servicing, building trades, electrical maintenance, knitting machine and loom fixing, machinist, mechanical drafting, production assistant, radio and television repair, tool and die making, and welding.

MANPOWER DEVELOPMENT TRAINING

Traditionally, vocational education in the public schools has been concerned with programs for a specific purpose and for a specific service. The Manpower Development and Training Act rcognizes the need for training and retraining of a special group of individuals—workers who have lost their jobs due to automation, technical changes, or related causes and who now must face a new career in an occupation perhaps entirely different from the one in which they had spent many years of their lives. The MDTA program expands and broadens the training programs available for unemployed and underemployed workers in all recognized occupations.

The program recognizes the national importance of our manpower problems and the need for the State Employment Security Commission and the State Board of Education to cooperate fully in the identification of the occupational needs and the training or retraining required to prepare individual workers for entrance into the identified occupation. Through this cooperative effort, the Act's primary purpose, is to help alleviate, through training, the unemployment problems which have plagued the nation in recent years. Training is the catalyst through which untrained workers may be matched with unfilled jobs.

Activities under the Manpower Development and Training Act have constantly increased since fiscal year 1963. Action by the Congress, which appropriated a large sum for manpower training, plus increased interest in the State have accounted for this growth.

Fiscal Year	Students Approved	Training Projects
1963	916	34
1964	1,039	36
1965	1,264	48
1966	1,866	115
1967	3,074	97
1968	2,224	78

APPRENTICE EDUCATION

The apprentice programs generally range from three to five years in length. These are cooperative programs—the trainee works on-the-job full time under the direction of the employer. The related instruction which is a minimum of 144 clock hours of class work per year is conducted by a local institution of the Community College System. Both phases of the training are conducted in conjunction with the Department of Labor with the use of selected advisory committees of interested persons for each local program. There are more than 80 suggested curriculums for five major divisions of apprenticable trades. The related instruction has been divided into building trades, metal and plastics manufacturing, graphic arts, occupations, service trades, and public utilities. Some of the individual programs are cooks, bakers, meat cutters, business mechanics, bookbinders, sheet metal and structural steel workers, and plumbers and pipefitters. Trainees may enroll in evening extension programs, or they may attend regular day trade classes or the learning laboratory when classes or programs are available.

General Adult Education Programs

GENERAL ADULT EDUCATION

Adult education serves the aspirations of the more mature for learning new and more renumerative skills; for higher degree of culture; for understanding the social, physical and economic environment; for fulfilling the role of responsible citizenship in a nation and world having complex problems; and for enriching the leisure time which is steadily increasing as a result of automation, shortened work weeks, and earlier retirement. These programs also provide opportunities for the participants to learn to relate to others in a learning environment.

ADULT BASIC EDUCATION

Adult Basic Education is a program sponsored by the Federal Government, administered under the Adult Education Act of 1966, (P.L. 89-750). This program provides educational opportunities to those adults 18 years of age or older who have less than eight years of schooling. In 1966, there were a total of 27,106 enrollees in the program, with almost even distribution between male and female enrollees.

The curriculum includes programs in reading, elementary arithmetic, consumer education, and some social studies, such as history and government.

Adult Basic Education in 1966 was a little over one year old in the State, but progress was apparent as indicated by surveys taken during that fiscal year. Of 500 students surveyed in a Piedmont county in the State, 24% had discontinued public aid as a result of basic education, 33% had registered to vote, 18% had received pay raises, 7% had received promotions, and 14% had become employed.

From 1967 to 1968, the total enrollment in the program rose to 43,634, with an increase in the number of female participants. Negro participants continued to outnumber white participants. Students enrolled in educational programs in correctional institutions numbered around a thousand.

Significant changes in activities over this two-year period were: a stepped-up program in teacher training for those people who are working in adult basic education classrooms; increased involvement with other agencies in planning and implementing programs of adult basic education—specifically, agencies which have regional responsibilities such as SEACAP (Southeast Area Community Action Program) and the Appalachian area, involvement with CAMPS (Cooperative Area Manpower Planning System) members; an increase in research activities through North Carolina State University; greater use of programmed materials with the adult basic education student; and an increased usage of ethnic materials, with the hope that such materials will help Negro students to gain greater self-understanding and thus motivate them to seek meaningful and satisfying employment.

EDUCATION IN CORRECTIONAL INSTITUTIONS

Correctional education programs started in the prisons in the State on a cooperating basis with the Department of Correction. Under this agreement, the Department of Community Colleges offers programs of adult basic education to inmates who lack this training.

The response has been fairly positive, with many inmates being taught during the 1966-67 and the 1967-68 fiscal years. This program has been expanded since it began as a basic education effort to include programs of a vocational and trade nature. According to this agreement, programs are available on a limited basis to inmates who are released during specific hours for such training, either within their own compound or at an institution.

A third program, and the most advanced, is that of allowing inmates full-time enrollment in curriculum programs. These inmates, carefully screened, are accepted at the schools on the same basis as other students.

HIGH SCHOOL EDUCATION PROGRAMS FOR ADULTS

The High School Equivalency Program provides an opportunity, largely through learning laboratories, for adults who did not complete their high school education to prepare for the General Educational Development test (GED). This test enables the adult to demonstrate his general education competence and be awarded a certificate recognized and generally accepted as equivalent to a high school diploma.

To be eligible to apply for the test, the person must be 19 years of age or older, and must have been a resident in the State for at least 12 months prior to making application. The tests are administered at 18 authorized centers throughout the State; these centers are identified by the Department of Public Instruction, which also awards the certificate.

A total standard score of 225 is the minimum requirement, with no single test result below a standard score of 35 for awarding the certificate.

The cost of taking the battery of five tests is $10.00; time required to take the complete battery is one full day.

THE ADULT HIGH SCHOOL DIPLOMA PROGRAM

Many adults prefer the traditional classroom atmosphere to complete their high school requirements. For these adults, such learning environment and opportunity are provided through the Adult High School Diploma Program.

This program is offered under an Agreement of Affiliation between the local board of education and an institution in the Community College System.

The program of instruction is at the secondary school level, grades 9-12. A minimum of 12 students is required to start a class which shall meet at least four hours per week, with a minimum of 75% attendance per student at all class meetings. Should average student attendance fall below six, the class is discontinued.

Adult oriented, each program of instruction must be sufficiently extensive in duration and intensity within a scheduled unit of time to enable the adult to develop the competencies necessary to complete the class or program. Prescribed courses may be offered in either regular classroom work or supervised individual programmed learning.

When the entire program is completed, a person is required to take a standardized test and score at the twelfth grade completion level (12.9) to qualify for the adult high school diploma.

To be eligible for the program, a person must be 18 years of age. However, when a local school superintendent makes written recommendation, persons 16 years of age who have dropped out of public school may be admitted as students with special needs.

LEARNING LABORATORIES

The Learning Laboratory can best be defined as a programmed systems approach to learning. It is an accumulation of commercially available programmed, or self-instructional, materials to be used under selected procedures and principles effective with adults. The methodology can best be defined as: interviewing and counseling the student; administering placement inventories and placing the student at a level whereby he achieves immediate success, but is never frustrated by a level greater than his rate of comprehension; establishing a working relationship between the learner and the material whereby the student depends upon the program to teach him on a one-to-one ratio; and scheduling work periods that are convenient to the student at a time and as many times a week as he desires.

The labs include more than 90 programs, with reading level ranges from grades 1-14. The initial materials supplied to the majority of labs include 15 programs and kits in reading; 13 in English and language arts; 19 in arithmetic, 13 in mathematics; eight in social studies, six in science; three each in business and foreign language; and ten additional programs including such subjects as psychology, statistics, slide rule, physics, medical terminology, air conditioning, sheet metal, electricity, calculus for physical science, and trigonometry for physical science. Forty-nine of these 90 programs provide instruction typically given to pupils prior to the ninth grade; 32 programs teach high school subjects and skills; and nine of the unclassified programs teach a technical skill, or appeal to adult interest.

In the beginning, there were 59 full-time learning laboratory positions budgeted. This grew to 76 during fiscal 1967-1968 and to 98 for fiscal year 1968-1969, an increase of 68% over the biennium. FTE enrollment has increased from 778 to 1,216, a 56% growth. These FTE's are based on actual contact hours rather than membership hours. The flexibility of learning laboratories—the programmed learning concept—has proved to be highly advantageous in work in the correctional units. During this last year, smaller learning laboratories (mini-labs) were developed for the adult basic education programs. These, too, have been accepted with much enthusiasm and appear to be very effective.

The role of the learning lab is filling a gap in our educational system which cannot feasibly be met by any other procedure or method.

DRIVER EDUCATION

This is a program for adults who want to learn to drive under a planned program which offers behind-the-wheel observation and experience. The demand is heavy for the course, and over 20 institutions offered the training by 1967-1968 with an enrollment of 2,000. Institutions initiating this program must do so after determining that no commercial driving school exists within a 25 mile radius of the institution.

TOTAL PROGRAMS

By unduplicated headcount, there were 33,966 people involved in adult basic education and general adult education programs during fiscal 1966-1967. This number rose to 90,908 during 1967-1968. These programs include courses such as adult high school, business education (personal), citizenship, consumer education, discussion groups, foreign language, creative arts, health and safety (driver education), family living, homemaking, industrial arts, language arts, learning laboratories, and self-supporting classes.

Guided Studies Program

The community colleges and technical institutes offer specialized courses for students who need to improve their skills in order that they may perform at the level required. An individual who desires to enter a specific curriculum program and who has deficiencies is guided into a program of study designed to increase his proficiency. The courses in these programs are designed to meet the individual's needs for the curriculum to be entered.

The following courses are typical examples of the current guided studies offerings in community colleges and technical institutes:

Improvement of Reading
Fundamentals of English
Developmental Survey
Arithmetic Refresher
Developmental Mathematics
Pre-College Algebra

College Transfer Programs

In college transfer programs there are two major classifications—the liberal arts and the more specialized pre-professional programs. Each of these programs include a core of general education courses which are broad in scope. The general education courses have been developed within guidelines established by the Curriculum Committee of the Community College Advisory Council and the articulation guidelines developed by the Joint Committee on College Transfer Students. Within this framework, all students in transfer programs are required to take a minimum of at least one year of English, one year of social science, one year of humanities, one year of mathematics, one year of a laboratory science in the biological or physical sciences, and two years of physical education. In a two-year program requiring 96 quarter hours of credit, the student takes 51 quarter hours of general education. The broad exposure to the liberal arts provides: (1) A common core of experience for all transfer students; (2) Some insight into the basic areas of knowledge; (3) A frame of reference from which the student may make an intelligent decision regarding his professional goals.

LIBERAL ARTS PROGRAM

This program is designed for students who intend to transfer to a senior college of arts and sciences for their baccalaureate degree. The curriculum includes all of the courses provided by the local community college within the general education requirements; and in addition, students may select other courses that will provide greater depth of concentration in a specific area of the arts and sciences. Most institutions also require a foreign language for liberal arts majors. Successful completion of the program leads to an Associate in Arts degree.

PRE-PROFESSIONAL PROGRAMS

Community colleges also offer specific pre-professional programs. Students enrolled in these programs are also expected to take the general education core of liberal arts courses suggested within the guidelines of the Community College Advisory Council. Beyond this core, students take fewer courses in the liberal arts than the liberal arts major. Their additional courses will, to a large extent, be in the pre-professional courses related to specialized educational goals. Students who satisfactorily complete any of the pre-professional programs are awarded an Associate in Arts degree.

Ordinarily, the community colleges offer pre-professional programs in most of the following areas:

Agriculture
Art
Business Administration
Dentistry
Engineering
Forestry
Law
Mathematics
Medicine
Music
Pharmacy
Science
Social Work
Teaching (Elementary)
Teaching (Secondary)
Veterinary Medicine

See table on page 51 for college transfer offerings.

EXPANSION OF PROGRAM

Seven community colleges offered college transfer programs for the first time in September, 1966. A total of 1,292 students enrolled in the college transfer programs offered by the new community colleges. The community colleges enrolling college transfer students for the first time were: Davidson County Community College, Isothermal Community College, Lenoir County Community College, Rockingham Community College, Surry Community College, Western Piedmont Community College, and Wilkes Community College. Prior to the fall of 1966, five community colleges had offered college transfer programs. Those enrolling college transfer students before 1966 were Central Piedmont Community College, College of The Albemarle, Gaston College, Sandhills Community College, and Southeastern Community College. A total of 3,858 college transfer students were enrolled in the twelve community colleges in the fall quarter of 1966.

In the fall of 1967 all of the twelve community colleges were offering both the freshman and sophomore years of the college transfer programs. A total of 5,579 students enrolled in college transfer programs in the fall of 1967. Seven community colleges awarded the Associate in Arts degree for the first time at the conclusion of the spring quarter.

By the fall of 1968 the number of community colleges was increased to thirteen, with Wayne Community College offering college transfer programs for the first time. A total of 7171 students enrolled in the college transfer programs offered by the thirteen community colleges.

Associate in General Education Degree Program

The Associate in General Education Degree Program is designed for the student who is interested in only two years of general education beyond the high school, and for those adults in the community who want refresher courses or who want to acquire the general education courses they need. It provides for a basic exposure to the liberal studies (general education) and enables the student to tailor the program beyond that point to personal interests rather than particular technical and professional requirements. It is also beneficial to those students who want to improve their knowledge of our culture in its many facets.

For adults, the Associate in General Education degree is designed along the continuing education concept, making it possible to enter and leave the program without the pressure of a "curriculum."

COLLEGE TRANSFER PROGRAMS, 1966-68

COMMUNITY COLLEGES	LIBERAL ARTS	PRE-PROFESSIONAL																								
		Agriculture	Art	Architecture	Business Administration	Business Education	Dentistry	Drama	Engineering	Forestry	Journalism	Law	Mathematics	Medicine	Ministry	Music	Nursing	Optometry	Pharmacy	Physical Therapy	Public Administration	Science	Social Work	Teaching Elementary	Teaching Secondary	Veterinary Medicine
Central Piedmont	X	X				X	X		X	X	X	X		X					X*		X		X	X	X	
College of The Albemarle	X				X	X																		X	X	
Davidson County	X				X				X				X									X		X	X	
Gaston	X	X	X		X		X		X	X	X	X	X	X	X	X		X	X			X	X	X	X	
Isothermal	X				X			X	X			X	X	X		X							X	X	X	
Lenoir County	X	X			X	X	X		X			X	X	X	X			X	X	X		X	X	X	X	
Rockingham	X	X	X		X		X		X	X		X	X	X	X	X						X	X	X	X	
Sandhills	X			X	X		X		X	X		X	X	X	X	X			X			X	X	X	X	X
Southeastern	X				X				X													X		X	X	
Surry	X				X				X																	
Wayne**	X																							X	X	
Western Piedmont	X		X		X				X	X				X										X	X	
Wilkes	X				X	X	X		X			X	X	X			X				X	X		X	X	X

* Central Piedmont offers only the freshman year of the pharmacology program.

** College transfer programs were initially offered in the fall quarter of the 1968-69 academic year.

This program provides for a basic core of course work in the following areas: English and literature, fine arts, philosophy, mathematics, social science, and science. This introduction into the broad fields of knowledge permits the student to find himself and clarify his life goals. With this background, he is able to choose intelligently elective course work in terms of his own interests and social needs.

It is possible, through contractural arrangements with a senior college or university, for some or all of the credits earned in this program to be accepted as extension transfer credit.

When the student has completed the basic general education requirements and accumulated satisfactory course work to a total of 96 quarter hours, he will be granted an Associate in General Education degree. This program may be offered by community colleges or technical institutes.

Industrial Services Programs

The State Board of Education created a position in 1959 within the Trade and Industrial Education section of the Vocational Education Division of the Department of Public Instruction to work exclusively with new and expanding industry. The job embraced two primary functions: selling the training capabilities of North Carolina to industrial prospects and servicing the training needs of new and expanding industries in North Carolina. After its establishment by the 1963 Legislature, the Department of Community Colleges included this position and its responsibilities in its Vocational-Technical Division. On July 1, 1966, the staff was expanded and reorganized as a separate Division, The Industrial Services Division within the Department of Community Colleges.

The primary purpose of this division is to assist the member institutions in the Community College System in planning, implementation, administration, and funding training programs for new and expandng industries. The success of these training ventures requires the uninhibited cooperation of both the Community College System and the participating industry. In most cases, on-the-job instruction is conducted on industry-owned equipment and materials in a production-oriented environment.

The type of training which the Industrial Services Division sponsors is a highly directional program aimed at equipping a carefully selected group of individuals with the skills and attitudes required by a specific, clearly defined job in a particular company. It is this approach which has helped North Carolina's new and expanding industries achieve their primary goal: Maximum production in a minimum amount of time.

However, while each individual program is extremely specific, the total system of training adhered to by the Industrial Services

Division is flexible enough to accommodate all types of industrial jobs. One job may require a six-hours training cycle, another may require a six-months training cycle; each is equally adaptable to our training system.

Certainly North Carolina's very practical commitment to industrial training has been a major factor in the decision of many companies to locate manufacturing plants in the State.

Special Education Programs

Special education programs were organized into a special group in October, 1965. The areas include law enforcement training, forensic science education, supervisory development training, fisheries occupations training, hospitality education, fire service training, ambulance training, and job safety training. Objectives of these programs are to develop skills, abilities, understandings, attitudes, and working habits, as well as to impart knowledge needed by individuals who desire additional training in their specialized field. Curriculums are developed primarily to aid people already in a special field in order that they may become more proficient through training to receive advancement in positions.

AMBULANCE ATTENDANT TRAINING

The passage of G.S. 130-230 through 235 in 1967 provided for the supervision and licensing of ambulance services throughout the State. This law named the State Board of Health as the supervising agency. The State Board of Health in turn delegated a portion of the training of ambulance attendants to the Department of Community Colleges. After delegation of this responsibility, specific rules and regulations giving the qualifications of students and instructional personnel were established through cooperative agreement of both agencies.

The course outline for training ambulance attendants consists of eight separate lessons, each followed by an equipment list and suggested films and topics for informational handouts. The Appendix of this outline contains assignment sheets for optional use with each lesson.

Student practice on specific first aid skills is an integral part of this course. Achievement of course objectives requires that sufficient time, equipment, and instructional personnel be provided for student practice on specific first aid procedures.

Local institutions plan cooperatively with appropriate personnel in the community on such matters as scheduling, total instructional hours, and instructional personnel. Physicians are employed to conduct the major portions of the course, with recognized first aid, rescue, and paramedical personnel assisting the doctors in the laboratory sessions.

Since the inception of this program in September, 1966, the Department of Community Colleges has received help and guidance from members of the Advisory Committee, the State Board of Health, institutional representatives, and numerous individuals in the medical field.

The following classes were conducted in 1967-68:

Location	Students
Newport	20
Clinton	34
Pinehurst	44
Selma	47
Marshville	44
Elizabeth City	88
Shelby	62
Wallace	38
Asheville	190
Winston-Salem	32
Canton	24
Jacksonville	77
Greenville	118
Asheboro	109
Ahoskie	112

FIRE SERVICE TRAINING

In-Service Education

From 1963-64 through 1967-68, forty-four of the fifty institutions in the Community College System offered opportunities to fire fighters to improve their skills by providing an in-service traning program for paid, part-paid, and volunteer firemen throughout the State. Prior to 1963, training for fire fighters was provided through the industrial education centers. Selections are made by the individual fire departments from the more than twenty course offering as follows:

Courses	Minimum Hours
Forcible Entry	9
Rope Practices	6
Portable Fire Extinguishers	9
Ladder Practices	9
Hose Practices	12
Salvage and Overhaul Practices	9
Fire Stream Practices	12
Fire Apparatus Practices	12
Ventilation	9
Rescue Practices	12

Protective Breathing Equipment	9
Firefighting Procedures	12
Introduction to Firefighting	42
Industrial Fire Brigade Training	None
Officer Training	None
Arson Detection	12
Civil Disorder	6
School Bus Evacuation	6
Home Fire Safety	None
Hospital Fire Safety	10

Over 11,500 different fire fighters participated in the in-service education program during 1967-68.

Since the beginning of the Industrial Education Center Program in 1958, area fire schools and workshops have been conducted in many areas of the State, with emphasis placed on practical application. Here the fireman is provided with materials and equipment to practice what he has learned in his own department by actually fighting and extinguishing fires. Location, number of schools, and number of students for area fire schools during 1967-68 follows:

Location	No. of Schools	Students
Wilson	3	216
Kinston	4	181
Forsyth County	1	213
Cabarrus County	1	110
Graham	2	170
Salisbury	1	156
Wayne County	1	138
Brevard	1	249
Asheville	1	27
Durham	1	51
Wingate	1	142
Franklinville	1	77
Murphy	1	25
Wilmington	7	184
Hamlet	1	60
Rockingham	1	72
Charlotte	1	298

Fire and Safety Engineering Technology

The advancement of the space age has brought about many complex fire safety problems. Each year fire takes the lives of more than 11,500 people in the United States. Direct property loss is over $1,500,000,000. Accidents and unsafe practices involving equipment result in more than 18,000 deaths and more than 2,000,000 injuries annually.

The fire and safety engineering technician is responsible for trying to prevent these losses by eliminating the hazards. A reduction in losses can be accomplished only if the technician has complete knowledge of the problems and methods of accident prevention and fire safety.

This two-year Associate in Applied Science Degree Program provides a basic background in fire protection, safety, and related subjects. Specific skills are developed in many phases of the occupation. Students are trained to determine fire and safety hazards and to analyze methods of eleminating hazards. Twelve individuals have completed this program at Rowan Technical Institute.

Fire Science Technology

A public service, two-year Associate in Applied Science Degree Program is being offered as an in-service course for firemen, due to the fact that the rapidly developing age of scientific developments changes the ways of man and continually brings about a need for further changes. New chemicals that are volatile, pyrophonic, radioactive, and explosive are being transported and stored in every section of North Carolina.

Space age fire service requires intelligent, courageous, and dedicated men. They must be willing to keep pace with the rapid technical changes and be able to cope with new problems that confront them. This is necessary not only to save the lives of others, but also their own.

Rising costs and the increased demands on governmental budgets require more efficient use of available funds, equipment and manpower. The curriculum is designed to enable the individual to draw from a vast store of technical and professional knowledge to make decisions effectively both on and off the emergency scene. In this manner, he may assist the economic life of the community through improved services to the public.

Through technical education, the individual acquires specialized knowledge of this vital field of public service and develops specific competencies for the performance of fire service administrative and supervisory duties. The curriculum, offered for the first time in 1966-67, includes areas such as the scientific understanding of fire hazards and their control and general courses that prepare the fireman to work harmoniously with people. Institution and number of students enrolled in 1967-68 are shown below:

Institution	Students
Rowan Technical Institute	23
Central Piedmont Community College	100
Richmond Technical Institute	26
Forsyth Technical Institute	25
Guilford Technical Institute	66

Teacher Training

More than 275 part-time instructors teach in the Fire Service Training Program. Since 1965, training for these instructors has been provided by North Carolina State University, which has a full-time instructor in this field. Special courses are arranged to bring instructors up-to-date on the changes in fire-fighting methods and new materials that constitute fire hazards. These sessions are conducted by specialists in the individual fields.

Fire service training instructors must meet the following qualifications to be certified:

- Be a high school graduate or the equivalent.
- Have four years' experience as a fireman.
- Complete satisfactorily a 30-hour teacher training course.
- Pass an examination on approved subject matter.

Ten classes were held in 1967-68 with an enrollment of 155 part-time teachers.

FISHERY OCCUPATIONS TRAINING

This program was started in 1963. The taking of seafood is seasonal and the training has varied from year to year.

The people of North Carolina are aware of the needs of the seafood industry and through education are helping to give new life to the industry.

At the current time in institutions along the coast, courses are offered in marine engines; marine welding; marine records; navigation; net making and mending; crab picking; outboard and small engine repair; sanitation; marine communications; crab pot making; fish filleting; and oyster, clam, and scallop shucking.

The institutions offering this training are Cape Fear Technical Institute, Pamlico Technical Institute, Beaufort County Technical Institute, Craven County Technical Institute, Carteret Technical Institute, Onslow Technical Institute, and College of The Albemarle.

During the 1967-68 school year, total enrollment in the Fishery Occupations Training Program was 457.

FORENSIC SCIENCE EDUCATION

Chemical Tests for Alcohol Training Program

The Chemical Tests for Alcohol Training Program is controlled by North Carolina General Statute 20-139.1. The North Carolina State Board of Health is the State agency which governs the Chemical Tests for Alcohol Program within the State. This agency has designated the Department of Community Colleges as the training agency to do all of the training in the Chemical Tests for Alcohol Program. Therefore, State Board of Health approval is required for all curriculums used in the training programs, the length of the different courses offered, and the students who may enroll. The State Board of Health has also set forth rules and regulations governing administering of breath alcohol tests, the equipment that may be used in giving these tests, the issuance of permits including their duration, and the character and competency of breath test operators.

It will be noted that the State Board of Health and the Department of Community Colleges have an advisory body to recommend policies and procedures to be carried out within the State in the Chemical Tests for Alcohol Program. This advisory body, the North Carolina Committee on Chemical Tests for Alcohol, meets when the need arises for suggested changes in the training program, policies or procedures.

The Chemical Tests for Alcohol Program was started in 1964. Course descriptions and enrollments for 1967-68 follow:

CHEMICAL TESTS FOR ALCOHOL OPERATOR'S SCHOOL

This course is eight days in length for a total of 68 hours. Prior to admission to this school, each student is required to take a preentrance aptitude test. The curriculum taught includes pharmacology of alcohol, the metric system and review of math, theory of the Breathalyzer, North Carolina law in regard to driving under the influence of alcohol, the chemical test program and Supreme Court decisions which affect the Chemical Tests for Alcohol Program, supervision of a chemical test program within a police department, simulated courtroom, and laboratory training with examinations. If a student passes all phases of this course, he is then recommended to the State Board of Health to be certified to administer breath alcohol tests. The State Board of Health then issues the student a permit which is effective up to fifteen months, at the end of which time he must be retrained. Institutions conducting chemical tests for alcohol operator's schools in 1967-68 were as follows:

Institution	No. of Schools	Students
Wilson County T.I.	1	28
Central Piedmont C.C.	2	46
Fayetteville T.I.	1	25
Western Piedmont C.C.	1	24
Asheville-Buncombe T.I.	1	26
W.W. Holding T.I.	1	24
Total	7	173

CHEMICAL TESTS FOR ALCOHOL OPERATOR'S RETRAINING SCHOOL

This course is three and a half days in length for a total of 28 hours. The curriculum taught includes a general review of all subjects taught in the Chemical Tests for Alcohol Operator's School, laboratory practice, and examinations. If a student passes all phases of this course, he is then recommended to the State Board of Health to be recertified. The State Board of Health then renews the student's permit which is effective up to fifteen months, at the end of which time he must be retrained. A Breathalyzer operator must successfully complete two of these retraining schools upon expiration of his permit at fifteen months intervals, after which he shall only attend a one-day evaluation course for renewal of his permit. During 1967-68 retraining schools were conducted at the following institutions:

Institution	No. of Schools	Students
Wilson County T.I.	1	26
Central Piedmont C.C.	1	22
Davidson County C.C.	1	22
T.I. of Alamance	1	13
W. W. Holding T.I.	1	29
Wayne C.C.	1	11
Guilford T.I.	1	15
Caldwell T.I.	1	20
Total	8	158

CHEMICAL TESTS FOR ALCOHOL RECERTIFICATION COURSE

This course is one day in length for a total of eight hours. Students are to study and review prior to attending this course, as it is only an evaluation course to ascertain if these students are still competent in the administration of breath alcohol tests. If a student passes the written and laboratory examinations, he is then recommended to the State Board of Health to be recertified. The State Board of Health then renews the student's permit which is effective up to fifteen months, at the end of which time he must attend another recertification course. In 1967-68, recertification courses were offered as follows:

Institution	No. of Schools	Students
W. W. Holding T.I.	2	19
Wilson County T.I.	1	5
Total	3	24

CHEMICAL TESTS FOR ALCOHOL TECHNICAL SUPERVISOR'S SCHOOL

This course is eleven days in length for a total of 88 hours. To be eligible to attend this course, a student must have satisfactorily completed a Chemical Tests for Alcohol Operator's School. The curriculum taught includes scientific concepts, fundamentals of chemistry, background of Chemical Tests for Alcohol, current literature on toxicology and pharmacology of alcohol, current research on chemical tests for alcohol, North Carolina law and constitutional issues, advanced Breathalyzer theory, Breathalyzer maintenance and breath alcohol simulator solutions, chemical tests for alcohol program supervision, research projects, a field trip to the manufacturer of the Breathalyzer to be instructed in the construction and calibration of new instruments, factory maintenance, and ampoule filling. Certificates of competency are issued upon successful completion of this school. Fourteen students enrolled in this school in 1967-68 at W. W. Holding Technical Institute.

COPING WITH THE DRINKING DRIVER

This course is one day in length for a total of eight hours and is designed for the arresting officer in the field. The curriculum taught includes alcohol involvement in traffic accidents, legal aspects, detection of drivers who are under the influence of alcohol, aids available after the arrest, and presentation in court. The course was conducted in 1966-67 at W. W. Holding Technical Institute with 700 students in attendance.

BREATH ALCOHOL TESTS

In addition to the above schools, the Department of Community Colleges also offered in 1966-67 a seminar, "Breath Alcohol Tests—Legal and Practical Issues," at the W. W. Holding Technical Institute. The seminar topics were: current research being conducted in the Chemical Tests for Alcohol field, the progress of State and national breath alcohol testing programs, a review of controversial literature, recent Supreme Court decisions and their effect on local courts, current instrumentation problems that are encountered in court presentations, and breath alcohol testing program administration. The seminar was held in 1966-67 with 141 in attendance.

VASCAR Training (Visual Average Speed Computer and Recorder)

This course is designed to teach the student the necessary knowledge and skills required to be proficient in the operation of the VASCAR and to be able to relate this knowledge in court. The training consists of eight hours of classroom instruction, eight hours of field instruction, 15 days of field practice and a certification test consisting of 25 speed clocks. The curriculum taught includes the theory and nomenclature of the VASCAR, legal aspects, public relations, and enforcement techniques and procedures. Certificates of competency are issued upon successful completion of this course. The VASCAR Training Program was started in 1967-68 at the following institutions with schools and enrollments as shown:

Institution	No. of Schools	Students
W. W. Holding T.I.	2	55
Fayetteville Tech. Inst.	2	58
Durham T.I.	5	144
Total	9	257

Fingerprint Identification

This course is designed to create proficiency in the various aspects of fingerprint identification so that a person may utilize this knowledge to increase his ability in identifying persons and apprehending criminals. It is five days in length for a total of 40 hours. The curriculum taught includes searching for fingerprints, developing latent fingerprints, and presenting fingerprint evidence in court. Certificates of competency are issued upon successful completion of this course. The program was started in 1967-68 at Durham Technical Institute with 24 students in attendance.

HOSPITALITY EDUCATION PROGRAM

North Carolina's Hospitality Education Program reaches out not only to the maid, the cook, the waitress, the hotel or motel manager, the service station operator, but to the hospital dietician, the public school cafeteria employee, and to the prisoner who will some day have a new vocation when he is released from prison.

North Carolina's travel business—the third largest industry in the State—is more than a billion dollar business today, exceeded only by textiles and tobacco. It is predicted that by 1974, it will reach the two billion dollar mark and will be North Carolina's number one industry. By 1984, it is predicted that the tourist industry in the State will be in excess of three billion dollars. An industry this valuable calls for special attention to nourish it's anticipated growth. One way this development is being advanced is through education.

It was apparent from the beginning that there would have to be close cooperation between officials of the Department of Community Colleges and many other State and private agencies. The North Carolina Travel Council, The North Carolina

Restaurant Association, The North Carolina Motel Association, The North Carolina Hotel & Motel Association, The State Board of Health, county health departments and The National Executive Housekeepers Associations are a few of the agencies with which the Department of Community Colleges has worked.

The community colleges and technical institutes have worked very closely with The Educational Institute of the American Hotel and Motel Association, Kellogg Center, East Lansing, Michigan. Materials for various courses are purchased by the students from this institute. At the conclusion of the course, an examination is given each student. The Institute will award a certificate to those students who successfully complete the course. The sponsoring community college or technical institute may also issue a certificate.

Two types of Hospitality Education Programs are being offered through the Department of Community Colleges. One is a two-year curriculum program, Hotel-Motel and Restaurant Management, leading to an Associate in Applied Science Degree. This curriculum is designed to offer training in the administrative functions of motels, hotels, and food service operations. The other program involves a series of individual courses which could be classified as in-service or continuing education for those already employed, or for those who wish to train for employment in some of the lesser skilled areas. These courses are designed to teach the student to search, to select, and to taste. The art of fine cuisine is a profession. Therefore, the emphasis is directed toward preparing the student for the hotel, motel, restaurant, and associated fields.

In screening instructors for Hospitality Education, the foremost objective is to select persons highly skilled in helping others to learn. Although one must be skilled in his particular operation, he should be able to impart readily his knowledge and technique to others. Equally important is understanding the way in which people learn. The most effective instructors have discovered that the student must learn for himself; thus teaching becomes helping others to learn.

The Hospitality Education Program is designed to meet the needs of the hospitality industry in North Carolina. Old courses are constantly being changed and new ones developed to keep pace with the industry. The institutes, State supervisors, area consultants, and instructors make every effort to place students in selected positions in order to enhance their experience and knowledge.

During the Fall, Winter, and Spring Quarters of 1967 and 1968, over 5,000 people were enrolled in some phase of Hospitality Education.

LAW ENFORCEMENT TRAINING

The goal of the Law Enforcement Training Program is to provide an adequate, well-rounded program in police subjects, with emphasis on practical application. This training affords the law enforcement officer the necessary job knowledge and skills to carry out his task of protecting lives and property, maintaining peace and tranquility, and, at the same time, it provides a foundation for future specialized training and education. Law enforcement training was one of the first Special Education Programs offered in the Community College System.

In-Service Training

Thirty-three of the fifty institutions in the Community College System have offered the following types of law enforcement training opportunities to city, county and State law enforcement officers:

Courses	Minimum Hours
Introduction to Police Science	120
Supervision for Law Enforcement	120
Criminal Investigation	120
Auxiliary Police Training	60
Defensive Tactics and Crowd Control	30
Accident Investigation	30
Firearms Training	30
Jail and Detention Services Training	18
Parole Officers' Retraining	12

Enrollment in this program for 1967-68 was 3,426.

Pilot Police Training Program for Small Law Enforcement Agencies

On February 1, 1968, the United States Department of Justice, Office of Law Enforcement Assistance, funded a $90,046 pilot project to develop and demonstrate an effective means of bringing instruction of high quality to smaller police departments. The ultimate goal will be to use the success of the project to spur participation of all of North Carolina's smaller police departments.

As of June 30, 1968, the preliminary aspects of this project, such as the survey, curriculum and materials development, and the recruitment of an instructional faculty, had been completed. Two of the projected eight area schools were conducted with an enrollment of forty people representing twenty departments.

Police Science

A public service, two-year Associate in Applied Science Degree Program in Police Science was offered for the first time in North Carolina during the 1967-68 academic year. This program is designed to provide occupational training for the individual who has a definite interest in and adaptability to a law enforcement career. It offers practical, technical and general instruction to meet the requirements of various law enforcement agencies, and provides the student with the skills, knowledges and attitudes necessary for employment at the operational level and development for management roles.

There is an increasing demand for properly trained law enforcement officers in industry and in municipal, county, State and federal agencies; and there is every reason to believe that the highly trained law enforcement officer will find challenging opportunities in public and private law enforcement services. The program was offered in 1967-68 in the following institutions with enrollments as shown:

Institution	**Total Students**
Central Piedmont Community College	106
Durham Technical Institute	18
Forsyth Technical Institute	15
Pitt Technical Institute	10

SUPERVISORY DEVELOPMENT TRAINING

The Supervisory Development Training Program is designed to up-grade the competency of supervisory and/or mid-management level personnel in business, industry, institutes, and other types of organizations. Supervisory Development Training Programs are made available to supervisors through a wide variety of courses to help them increase their knowledge in the areas of behavioral science, organization and management, supervision, employee development and utilization, academic development, work safety, first aid and health education.

The program is basically designed for three kinds of people: those who aspire to be supervisors; those who are presently supervisors and recognize the necessity of continuous improvement; and those higher level management personnel who directly or indirectly manage first-line supervisors.

The current SDT Program consist of 21 courses which range from 10-46 hours in length. The following is a list of courses offered in the Supervisory Development Program:

Course Number	Course Title	Hours
SDT 1	PRINCIPLES OF SUPERVISION	46
SDT 2	JOB RELATIONS TRAINING	10
SDT 3	SCIENCE OF HUMAN RELATIONS	20
SDT 4	ART OF MOTIVATING PEOPLE	22
SDT 5	ECONOMICS IN BUSINESS AND INDUSTRY	22
SDT 6	EFFECTIVE COMMUNICATIONS	22
SDT 7	EFFECTIVE WRITING	22
SDT 8	EFFECTIVE SPEAKING	15
SDT 9	SPEED READING	20
SDT 10	WORK MEASUREMENT	22
SDT 11	JOB METHODS	10
SDT 12	CONFERENCE LEADERSHIP TRAINING	10
SDT 13	INSTRUCTOR TRAINING	15
SDT 14	CREATIVE THINKING	22
SDT 15	INDUSTRIAL SAFETY AND ACCIDENT PREVENTION	22
SDT 16	INDUSTRIAL FIRST AID	10
SDT 17	THE SUPERVISOR IN NORTH CAROLINA	10
SDT 18	JOB ANALYSIS TRAINING	12
SDT 19	MANAGEMENT PRIMER	44
SDT 20	COST ACCOUNTING FOR SUPERVISORS	14
SDT 21	SUPERVISION IN HOSPITALS	40

Each course of training listed serves one or more of the following purposes: to help develop potential supervisors to assume full supervisory responsibility; to prepare present supervisors for advancement to greater responsibility; to impove the ability of supervisors at all levels; and to make supervisors and potential supervisors more proficient in their assignments.

SDT classes are designed on a lecture discussion, case-problem basis. Emphasis is placed on group dynamics and creative problem-solving techniques. The philosophy of learning through participation is paramount. Outside study is encouraged, but not necessarily required.

There are few, if any, written examinations given and no grades will be recorded in the typical SDT class. The program is a volunteer grouping of participants seeking common knowledge. The participant gains this knowledge through his own established goals and interest.

SDT courses are arranged and scheduled in accordance with the needs of industry. Planning and scheduling of courses are done through a technical institute or community college. Classes are usually conducted two nights per week 2-3 hours per night. However, class scheduling is flexible and other time schedules may be arranged.

Qualified instructors in Supervisory Development Training are provided without charge to employers. The majority of instructors are selected from business and industry. An instructor is certified to teach in the Supervisory Development Training Program by successfully completing a prescribed teacher-training workshop.

Certificates are awarded for successful completion of individual SDT courses. Diplomas are awarded for successful completion of 160 hours of SDT.

A pre-supervisory training course, designed to prepare employees for supervisory positions, is presently being developed. The objective of this course is to give industry and business a training program that will provide a pool of qualified employees from which to select supervisory personnel. Areas to be covered are basic fundamentals of supervision, basic personnel relations and organizations, and job responsibility. Also, a programmed SDT course is being considered for both supervisory and pre-supervisory level personnel. The primary purpose of this program is to provide in-plant training for small industries in sparsely populated areas.

The Supervisory Development Training Program functions to a great extent under the guidance of a State-wide Advisory Board. This Board is comprised of 17 members who are highly recognized and respected experts from diversified fields of business, industry, and education throughout the State. Board meetings are conducted periodically in order to assist in the establishment of SDT training programs to better serve the needs of business and industry in the State.

During the five-year period, 1963 through 1968, the Supervisory Development Program has had approximately 800 percent increase in enrollment. The table on page 67 gives a breakdown of enrollment per institution for the fiscal years, 1967-68. The enrollment is for three quarters only.

TELEPHONE TECHNICIAN TRAINING

This program, initiated in 1966, is steadily progressing. It is anticipated that there will be a full-time curricula program in this field, to be called the North Carolina School of Telephony.

This training is designed to increase the technical competence of telephone technicians for their current positions and to qualify technicians for new positions in all phases of the telephone industry.

Included in this course are: instruction in theory relating to the specialized field of the telephone industry; laboratory practices in circuits and trouble shooting; practical application of theory and skill on actual telephone equipment; safety precautions and procedures relating to job performance; and selected instruction in industrial relations and salesmanship.

Central Carolina Technical Institute offers this training to the fourteen membership corporations in North Carolina.

Enrollment in the telephone technician training program for 1967-68 was 1,307.

PARTICIPATION IN SUPERVISORY DEVELOPMENT TRAINING PROGRAM, 1967-68

Institutions	NUMBER ENROLLED, (3 Quarters)			
	Fall	Winter	Spring	Total
Ansonville T.I.				
Beaufort County T.I.	331	447	394	1172
Beaufort County T.I.	26		54	80
Bladen T.I.				
Caldwell T.I.	48			48
Cape Fear T.I.	42	75	107	224
Carteret T.I.				
Catawba Valley T.I.	116	106	165	387
Central Carolina T.I.			14	14
Central Piedmont C.C.		32		32
Cleveland County T.I.	7			7
College of The Albemarle	19		52	61
Craven County T.I.			5	5
Davidson County C.C.	95	3	49	147
Durham T.I.	269	103	169	541
Edgecombe T.I.				
Fayetteville T.I.	193	34	7	234
Forsyth T.I.	163	150	191	504
Gaston College	220	172	103	495
Guilford T.I.	75	23	50	148
Halifax T.I.				
Haywood T.I.	61	27	19	107
Isothermal C.C.	86	60	71	217
James Sprunt Inst.				
Lenoir County C.C.		21	21	42
McDowell T.I.	25	20	17	62
Martin T.I.				
Montgomery T.I.				
Nash T.I.			41	41
Onslow T.I.				
Pamlico T.I.				
Pitt T.I.	37		95	132
Randolph T.I.	13			13
Richmond T.I.	32	3		35
Roanoke-Chowan T.I.		38	21	59
Robeson T.I.			18	18
Rockingham C.C.	84	104	155	343
Rowan T.I.	166	157	170	493
Sampson T.I.			50	50
Sandhills C.C.	89	1		90
Southeastern C.C.	31	17	22	70
Southwestern T.I.				
Surry C.C.	37		106	143
T. I. of Alamance	93	153	15	261
Tri-County T.I.				
W. W. Holding T.I.	105	30	81	216
Wayne C.C.	74	30	76	180
Western Piedmont C.C.	41	152	7	200
Wilkes C.C.				
Wilson County T.I.		48	205	253
TOTAL	2578	2006	2550	7124

ELECTRIC LINEMEN SAFETY TRAINING

This program was started in 1962 by the Rural Electric Administration. It has steadily increased as the number of co-ops and municipalities have requested this training.

This program was planned for REA private utilities, and municipally owned power companies.

The educational objectives of this program are: to emphasize safety on every phase of the electric line trade, from right-of-way workers to engineers and managers; and to bring students up-to-date on any changes that have taken place.

There are forty-six rural electric membership corporations in North Carolina which for several years have taken advantage of this program. There are seventy-two municipalities now requesting this training. Enrollment for 1967-68 was 4,667.

PEOPLE SERVED

The institutions in the Community College System will admit anyone who is eighteen years old or older. Within the institution, there is selective placement in programs, depending on the individual's interests, aptitudes, and previous educational background.

Special arrangements can be made between the institution and the local public school to enroll certain school dropouts between the ages of sixteen and eighteen. People served by institutions include the following:

- High school graduates or school dropouts who wish to prepare for trade level employment.
- High school graduates who wish to prepare for technician level employment.
- High school graduates who desire the first two years of college training (community colleges only).
- Adults who wish to complete grade levels one through eight.
- Adults seeking high school diplomas.
- Employed adults who wish to upgrade their skills.
- Adults seeking general cultural and citizenship level improvement.

An overview of the number of students attending, enrollment by type of program, enrollment growth, origin of students, and transfer of students are shown on the following pages.

NUMBER OF STUDENTS ATTENDING

Prior to 1966-67 and since the establishment of the first industrial education centers in 1958, 363,582 students were attending some type of program. By adding to this figure the number of students attending during 1966-67 and 1967-68 as shown in the following table, the grand total of all individuals served from 1958 through June 30, 1968 was 718,891.

1966-67

Instructional Area	Unduplicated Headcount	Race		Sex	
		White	Nonwhite	Male	~~Male~~ Female
College Transfer	6,642	94%	6%	65%	35%
Occupational Associate Degree	11,782	90%	10%	62%	38%
Occupational Associate Diploma or Certificate	7,194	83%	17%	75%	25%
Curriculum Sub-Total	25,618	89%	11%	67%	33%
General Adult Extension	83,112	65%	35%	38%	62%
Occupational Extension	57,303	83%	17%	67%	33%
Extension Sub-Total	140,415	72%	28%	49%	51%
Total 1966-67	166,033	76%	24%	53%	47%

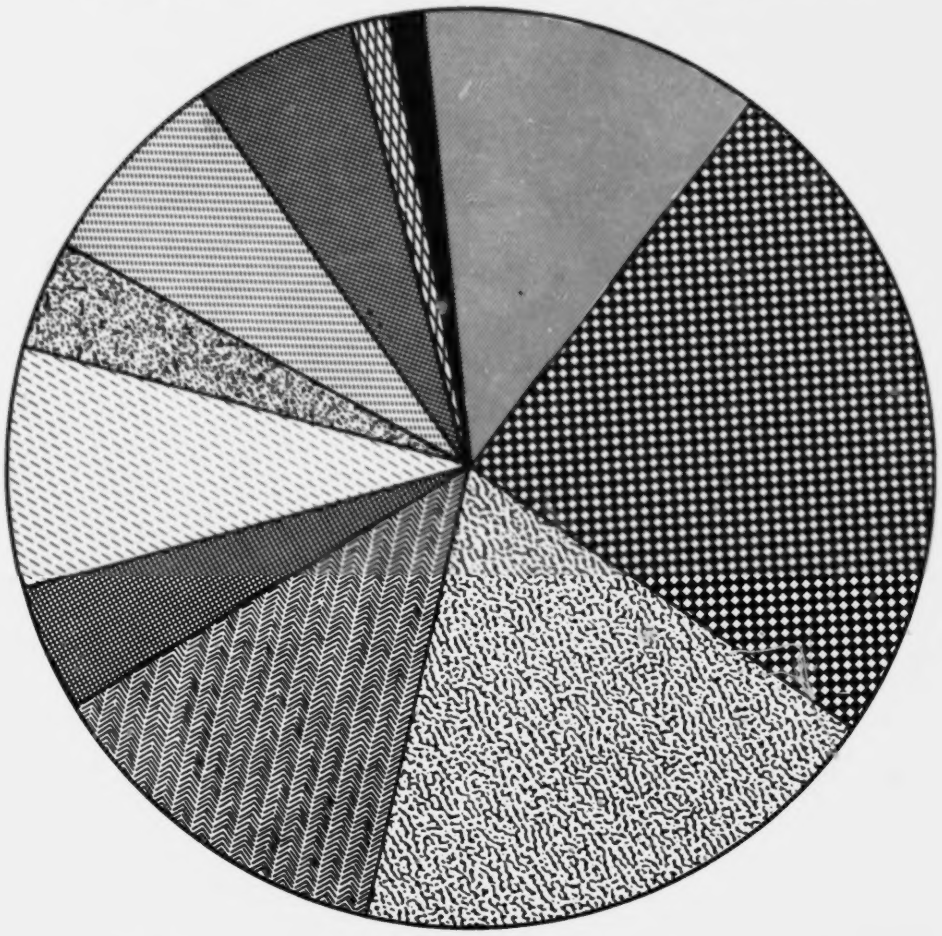
1967-68

College Transfer	9,015	93.9%	6.1%	66.6%	33.4%
Occupational Associate Degree	15,374	88.7%	11.3%	61.9%	38.1%
Occupational Associate Diploma or Certificate	8,592	79.7%	20.3%	74.5%	25.5%
Curriculum Sub-Total	32,981	87.7%	12.3%	66.5%	33.5%
General Adult Extension	90,908	64.6%	35.4%	37.6%	62.4%
Occupational Extension	65,387	82.7%	17.3%	68.4%	31.6%
Extension Sub-Total	156,295	71.6%	28.4%	49.6%	50.4%
Total 1967-68	189,276	75.5%	24.5%	53.6%	46.4%

AVERAGE ANNUAL ENROLLMENT BY TYPE OF PROGRAM

The chart on the following page shows the full-time equivalent (FTE) students in each program area for the past year. One FTE is an enrollment of 16 hours per week for 44 weeks or a full four-quarter year. Because so many of the students attend class on a part-time basis, it is necessary to equate them to "typical" full-time students. The full-time equivalent (FTE) was the means developed to standardize reporting. One full-time equivalent (FTE) is representative of the amount of time a full-time student attends class. Several part-time students make only one FTE.

AVERAGE ANNUAL ENROLLMENT FULL-TIME EQUIVALENT BY TYPE OF PROGRAM, 1967-68



	Program	FTE	Percent
▥	COLLEGE TRANSFER	3,995	12.2%
▩	OCCUP. ASSOC. DEGREE	7,838	23.8%
▧	OCCUP. DEP. OR CERT.	6,333	19.3%
▨	OCCUPATIONAL EXTENSION	4,148	12.7%
▦	ADULT HIGH SCHOOL	1,427	4.4%
▱	GENERAL ADULT EXTENSION	2,706	8.3%
▒	LEARNING LAB.	1,182	3.6%
▤	ABE	2,442	7.5%
▩	MDTA	1,801	5.5%
▥	NEW INDUSTRY	467	1.4%
■	SELF-SUPPORT.	417	1.3%
	TOTAL	32,756	100.0%

ENROLLMENT GROWTH

Since 1962-63, one year prior to the enactment of G.S. 115A establishing the North Carolina Community College System, enrollment has increased from 4,341 FTE students in 16 industrial education centers to 32,756 FTE students in 50 community colleges and technical institutes. This is an increase of over 300% in the number of institutions and over 700% in enrollment. The institutions in the North Carolina Community College System now include 13 community colleges and 37 technical institutes. Ninety-five percent of the population now live within commuting distance of one of these fifty institutions. Projected enrollment indicates 62.378 FTE students by 1970-71.

The enrollment growth through 1970-71 is depicted for the 50 institutions in the table below and by graph on the following page. A breakdown of this enrollment growth by institution from 1963-64 through 1967-68 is shown on page 73.

ENROLLMENT GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1962-63 THROUGH 1970-71

Year	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69*	1969-70*	1970-71*
ENROLLMENT-FULL-TIME EQUIVALENT STUDENTS**	4,341	7,781	12,799	25,704	28,250	32,756	39,176	51,847	62,378
NUMBER OF INSTITUTIONS IN FULL OPERATION	16	24	26	31	43	50	50	50	50

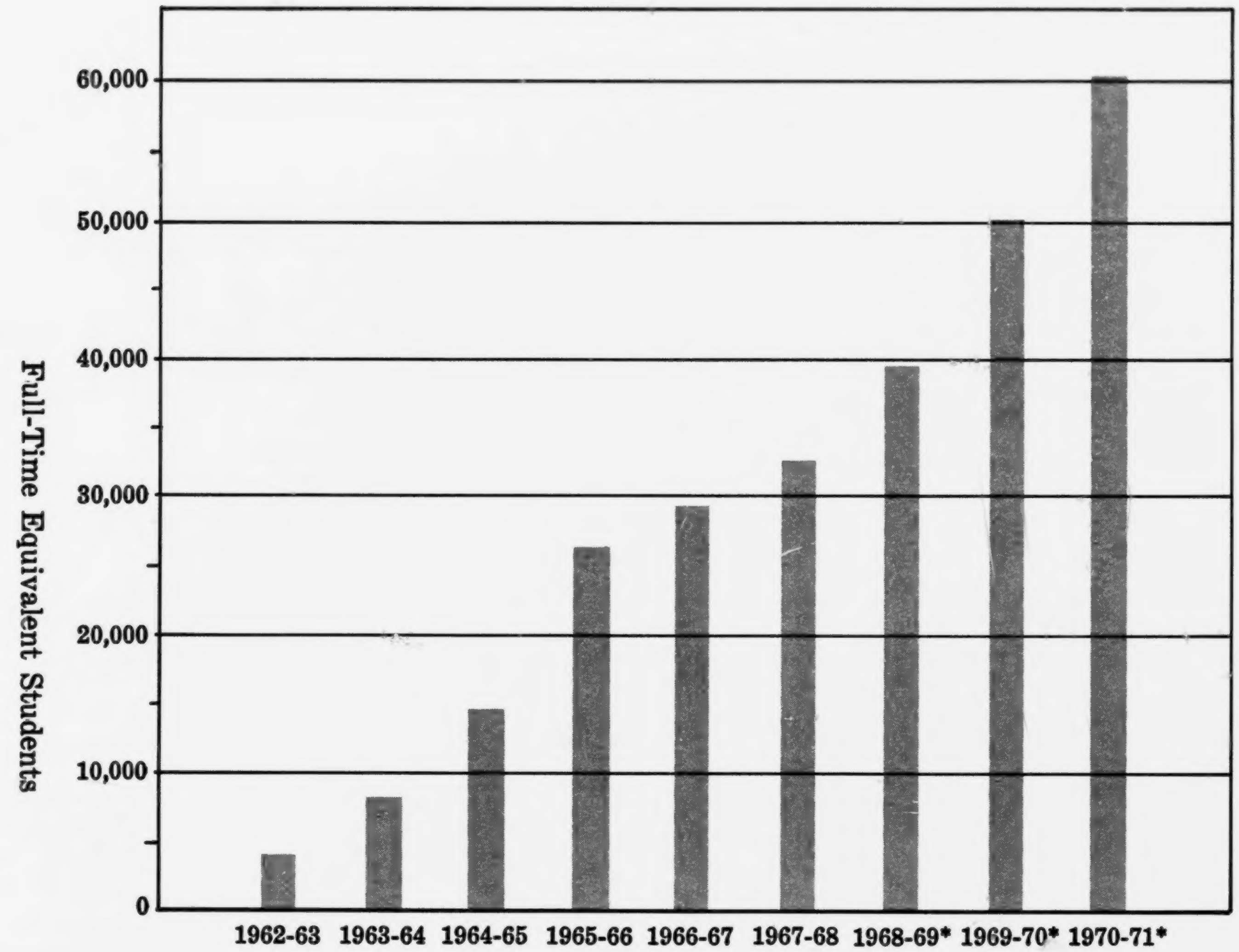
* Projected.

GEOGRAPHIC ORIGIN OF STUDENTS, 1967 FALL CURRICULUM ENROLLMENT

Institutions of the North Carolina Community College System are mainly considered as "drive-in" institutions. Although in some cases students who must move are able to find living accommodations near the campus, this number is relatively small. Over half or 65.7% of all students attending community colleges and technical institutes come from the county in which the institution is located. Another 21.6% are from adjacent counties, making a total of 87.3% from the home or adjacent counties. Only 9.7% come from other North Carolina counties, and 3% come from other states.

The geographic origin of students for the fall of 1967 is shown on page 74.

ENROLLMENT GROWTH IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM FROM 1962-63 THROUGH 1970-71



* Projected.

ENROLLMENT GROWTH BY INSTITUTION, TOTAL AVERAGE ANNUAL FTE

Institution	1963-64	1964-65	1965-66	1966-67	1967-68
Ansonville T.I.			302	235	163
Asheville-Buncombe T.I.	601	984	1,729	1,288	1,248
Beaufort County T.I.			65	207	438
Bladen T.I.*					28
Caldwell T.I.			174	281	547
Cape Fear T.I.	244	435	657	811	966
Carteret T.I.			499	437	479
Catawba Valley T.I.	268	501	756	816	986
Central Carolina T.I.	133	287	611	536	686
Central Piedmont C.C.	778	1,000	2,370	2,310	3,240
Cleveland County T.I.			125	228	299
College of The Albemarle	211	530	659	726	776
Craven County T.I.			205	301	411
Davidson County C.C.	114	247	319	475	687
Durham T.I.	560	628	1,104	933	1,232
Edgecombe T.I.*					6
Fayetteville T.I.	520	1,182	1,410	1,049	1,149
Forsyth T.I.	525	834	1,266	1,389	1,505
Gaston College	364	534	1,482	1,323	1,478
Guilford T.I.	245	488	740	917	966
Halifax T.I.*					44
Haywood T.I.			132	284	348
Isothermal C.C.			153	213	348
James Sprunt Inst.			345	418	360
Lenoir County C.C.	344	647	521	732	937
McDowell T.I.			236	473	202
Martin T.I.*					14
Montgomery T.I.*					
Nash T.I.*					38
Onslow T.I.			252	353	539
Pamlico T.I.			105	146	106
Pitt T.I.	642	836	1,511	1,026	1,020
Randolph T.I.	142	236	362	295	349
Richmond T.I.			435	350	539
Roanoke-Chowan T.I.*					55
Robeson T.I.			138	898	433
Rockingham C.C.	165	161	382	497	774
Rowan T.I.	188	366	764	737	678
Sampson T.I.			139	364	494
Sandhills C.C.			389	774	923
Southeastern C.C.			489	796	859
Southwestern T.I.			161	325	299
Surry C.C.			84	317	488
T. I. of Alamance	410	516	833	865	917
Tri-County T.I.			111	183	167
W. W. Holding T.I.	143	394	1,175	995	1,057
Wayne C.C.	734	1,334	971	1,073	1,146
Western Piedmont C.C.			85	380	629
Wilkes C.C.			78	301	522
Wilson County T.I.	450	659	1,380	1,193	1,181
TOTAL	7,781	12,799	25,704	28,250	32,756

* Newly Established.

GEOGRAPHIC ORIGIN OF STUDENTS, 1967 FALL CURRICULUM ENROLLMENT

Institution	Number of Students	Homes of Students in Percent				
		County of Institution	Adjacent Counties	Other N. C. Counties	Other States	Total
Ansonville T.I.	73	61.6	37.0	1.4	0	100.0
Asheville-Buncombe T.I.	717	70.2	20.6	8.2	1.0	100.0
Beaufort County T.I.	69	68.1	24.6	5.8	1.5	100.0
Bladen T.I.						
Caldwell T.I.	366	82.5	15.6	1.6	0.3	100.0
Cape Fear T.I.	247	69.2	18.2	10.9	1.7	100.0
Carteret T.I.	159	76.1	17.6	2.5	3.8	100.0
Catawba Valley T.I.	740	58.5	35.7	5.8	0	100.0
Central Carolina T.I.	207	51.7	30.4	11.1	6.8	100.0
Central Piedmont C.C.	3,105	74.4	12.6	10.1	2.9	100.0
Cleveland County T.I.	130	84.6	13.8	0.8	0.8	100.0
College of The Albemarle	665	38.8	14.1	22.7	24.4	100.0
Craven County T.I.	159	92.5	5.7	0.6	1.2	100.0
Davidson County C.C.	566	61.5	36.9	0.9	0.7	100.0
Durham T.I.	548	60.6	29.5	7.3	2.6	100.0
Edgecombe T.I.						
Fayetteville T.I.	656	59.5	26.5	13.7	0.3	100.0
Forsyth T.I.	924	76.8	15.7	6.5	1.0	100.0
Gaston College	1,579	69.4	16.7	9.2	4.7	100.0
Guilford T.I.	527	88.2	9.5	1.0	1.3	100.0
Halifax T.I.						
Haywood T.I.	188	89.4	4.8	5.8	0	100.0
Isothermal C.C.	334	81.7	11.1	0.9	6.3	100.0
James Sprunt Inst.	181	68.0	20.4	9.9	1.7	100.0
Lenoir County C.C.	962	54.8	33.0	11.5	0.7	100.0
McDowell T.I.						
Martin T.I. –0	↑158	↑88.6	↑10.8	↑0.6	↑ 0	↑100.0
Montgomery T.I.						
Nash T.I.						
Onslow T.I.	319	79.6	3.5	2.2	14.7	100.0
Pamlico T.I.	20	75.0	25.0	0	0	100.0
Pitt T.I.	480	47.1	22.9	29.4	0.6	100.0
Randolph T.I.	213	69.5	21.1	9.4	0	100.0
Richmond T.I.	198	51.0	29.3	16.2	3.5	100.0
Roanoke-Chowan T.I.						
Robeson T.I.	116	90.5	9.5	0	0	100.0
Rockingham C.C.	804	79.5	14.1	3.7	2.7	100.0
Rowan T.I.	431	55.0	38.5	5.3	1.2	100.0
Sampson T.I.	119	94.1	5.9	0	0	100.0
Sandhills C.C.	829	37.9	32.2	28.3	1.6	100.0
Southeastern C.C.	725	62.3	28.7	6.9	2.1	100.0
Southwestern T.I.	202	45.0	50.0	4.0	1.0	100.0
Surry C.C.	535	76.6	10.7	2.4	10.3	100.0
T. I. of Alamance	611	75.5	17.0	7.0	0.5	100.0
Tri-County T.I.	39	51.3	41.0	0	7.7	100.0
W. W. Holding T.I.	532	60.3	23.9	14.7	1.1	100.0
Wayne C.C.	607	38.6	28.0	27.5	5.9	100.0
Western Piedmont C.C.	684	59.8	36.3	3.8	0.1	100.0
Wilkes C.C.	553	74.1	24.6	0.9	0.4	100.0
Wilson County T.I.	381	39.1	34.9	24.7	1.3	100.0
TOTAL	21,658	65.7	21.6	9.7	3.0	100.0

COMMUNITY COLLEGE TRANSFERS, FALLS 1966, 1967 AND 1968

One of the primary objectives of a community college is to offer the first two years of liberal arts and pre-professional programs to prepare students for transfer to a four-year college or university. For fall 1966, the five community colleges that were in full operation sent 148 transfer students to North Carolina senior colleges and universities. For fall 1967, the twelve community colleges produced 339 transfer students for the North Carolina senior colleges and universities. For fall 1968, the number of community college transfers increased to 629, an 85 percent increase over the previous fall.

For fall 1968, additional data were gathered in regard to transfers from senior colleges and universities and private junior colleges to the community colleges. The community colleges received a total of 852* student transfers from the senior colleges and universities and private junior colleges. This total included transfers from the following sources:

- Public senior institutions in North Carolina.
- Private senior institutions in North Carolina.
- Private junior colleges in North Carolina.
- Out-of-State institutions.

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* Does not include Central Piedmont Community College, the largest community college in the North Carolina System.

TRANSFER STUDENTS FROM COMMUNITY COLLEGES TO NORTH CAROLINA SENIOR COLLEGES AND UNIVERSITIES

Institution	Fall 1966			Fall 1967			Fall 1968		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Central Piedmont C.C.	13	6	19	64	12	76	90	11	101
College of The Albemarle	41	9	50	40	11	51	30	26	56
Davidson C. C.	1	0	1	9	3	12	22	21	43
Gaston College	38	22	60	40	32	72	52	23	75
Isothermal C. C.	0	1	1	2	0	2	14	1	15
Lenoir County C. C.	2	2	4	17	5	22	26	11	37
Rockingham C. C.				1	2	3	38	9	47
Sandhills C. C.	4	4	8	44	11	55	56	18	74
Southeastern C. C.	5	0	5	28	3	31	39	8	47
Surry C. C.				2	1	3	32	9	41
Wayne C. C.							2	0	2
Western Piedmont C. C.				2	1	3	49	6	55
Wilkes C. C.				2	0	2	27	1	28
Technical Institutes				7	0	7	5	3	8
Total	104	44	148	258	81	339	482	147	629

TRANSFER STUDENTS FROM NORTH CAROLINA SENIOR COLLEGES AND UNIVERSITIES AND PRIVATE JUNIOR COLLEGES TO COMMUNITY COLLEGES, FALL 1968

Institution	Public Senior	Private Senior	Private Junior	Total
Central Piedmont Community College		Data not	available	
College of The Albemarle	9	2	8	19
Davidson Community College	25	19	23	67
Gaston College	54	35	39	128
Isothermal Community College	9	2	11	22
Lenoir County Community College	69	36	26	131
Rockingham Community College	19	16	3	38
Sandhills Community College	27	20	17	64
Southeastern Community College	17	7	5	29
Surry Community College	5	8	9	22
Wayne Community College	35	15	22	72
Western Piedmont Community College	19	13	10	42
Wilkes Community College	13	2	9	24
Total	301	175	182	658
Out-of-State Transfers				194*
Grand Total				852

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* In addition to the in-State transfers, there were 194 transfers to community colleges from out-of-State institutions.

Part Three–Administration

STATE LEVEL ADMINISTRATION

STATE BOARD OF EDUCATION

The State Board of Education provides State-level guidance to the Community College System. The Board fulfills its authority by the adoption and administration of policies, regulations, and standards governing the organization and operation of the Community College System. General Statute 115A, enacted by the 1963 General Assembly, and subsequently amended by the 1965 and 1967 General Assemblies, provides the legal framework for the establishment, organization, and administration of the Community College System. This Statute authorized the State Board of Education as the agency "to establish and organize a department to provide State-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. The Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the establishment and operation of the department. The personnel of the department shall be governed by the same policies as the personnel of the other departments of the Board of Education and shall be subject to the provisions contained in Article 2, Chapter 143 of the General Statutes; except the position of the director or chief administrative officer of the department shall be exempt from the provisions of the State Personnel Act, and the compensation of this position shall be fixed by the Governor, upon the recommendation of the State Board of Education, subject to approval by the Advisory Budget Commission." (See chart on page 80 for organizational structure of the department under the State Board of Education and page 5 for a list of members of the State Board of Education.) The State Board is assisted in fulfilling its responsibilities by:

Community College Advisory Council

Chapter 115A, General Statutes, provides that "The State Board of Education shall appoint an Advisory Council consisting of at least seven members to advise the Board on matters relating to personnel, curricula, finance, articulation, and other matters concerning institutional programs and coordination with other educational institutions of the State. Two members of the Advisory Council shall be members of the North Carolina Board of Higher Education or of its professional staff, and two members of the Advisory Council shall be members of the faculties or administrative staffs of institutions of higher education in this State."

In keeping with G.S. 115A, the State Board of Education appointed an Advisory Council consisting of members from the Board of Higher Education, members from the administrative staffs and faculties of institutions of higher education, and members from agriculture, business and industry, as well as members from a number of other organizations and agencies. The original Advisory Council consisted of 33 members and met a number of times during the first five years to consider matters relevant to the Community College System. The Council, structured into four committees (facilities and finance, staffing and faculty, student personnel, and curriculum), made studies of problems concerning a Community College System. Although many problems were considered by the Council, some of the more important ones on which recommendations were made to the State Board involved matters related to salary standards for staff and faculty, student health services, the calendar system to be followed by institutions, curriculum offerings, programs in senior colleges to prepare faculty and administrative staff for institutions in the system, and guidelines for transfer of students to senior colleges and universities.

In August, 1968, the State Board of Education enlarged the Advisory Council to include the presidents and board chairmen of each institution in the Community College System for terms coinciding with their terms of office in these positions. The Advisory Council now has 123 members.

In December, 1966, the State Board of Education requested by way of the following resolution that the Advisory Council develop standards:

> The State Board of Education requests the Community College Advisory Council to give major consideration to involving the staffs of the Department of Community Colleges and the institutions, and others, in the development of standards by which assessment can be made of the quality of institutions and units.

As a result of this request, the first draft of a comprehensive set of standards and evaluative criteria was completed in November, 1968, and accepted by the State Board in January, 1969. (See page 87 for a description of this project.)

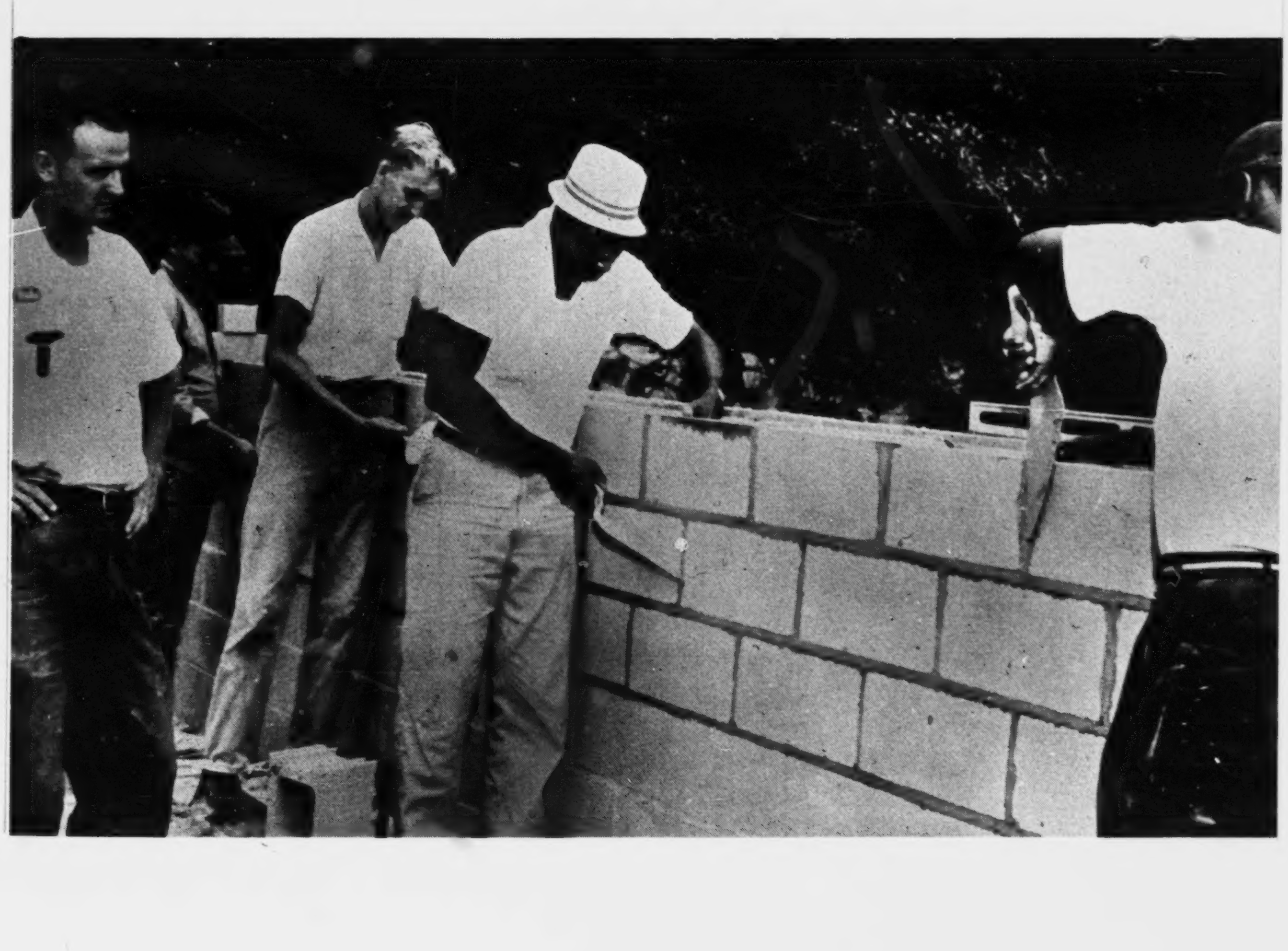
Controller

The Controller is the executive administrator of the State Board of Education in the supervision and management of the fiscal affairs of the Board. "Fiscal Affairs" is defined as "all matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds administered by the Board." The Division of Auditing and Accounting of the Controller's office is charged with the auditing and accounting of all funds, State and federal, under the control of the State Board of Education, including funds allocated to institutions in the Community College System, and other funds expended by the System. Its work includes all budget making, bookkeeping, writing vouchers, making reports and performing related services.

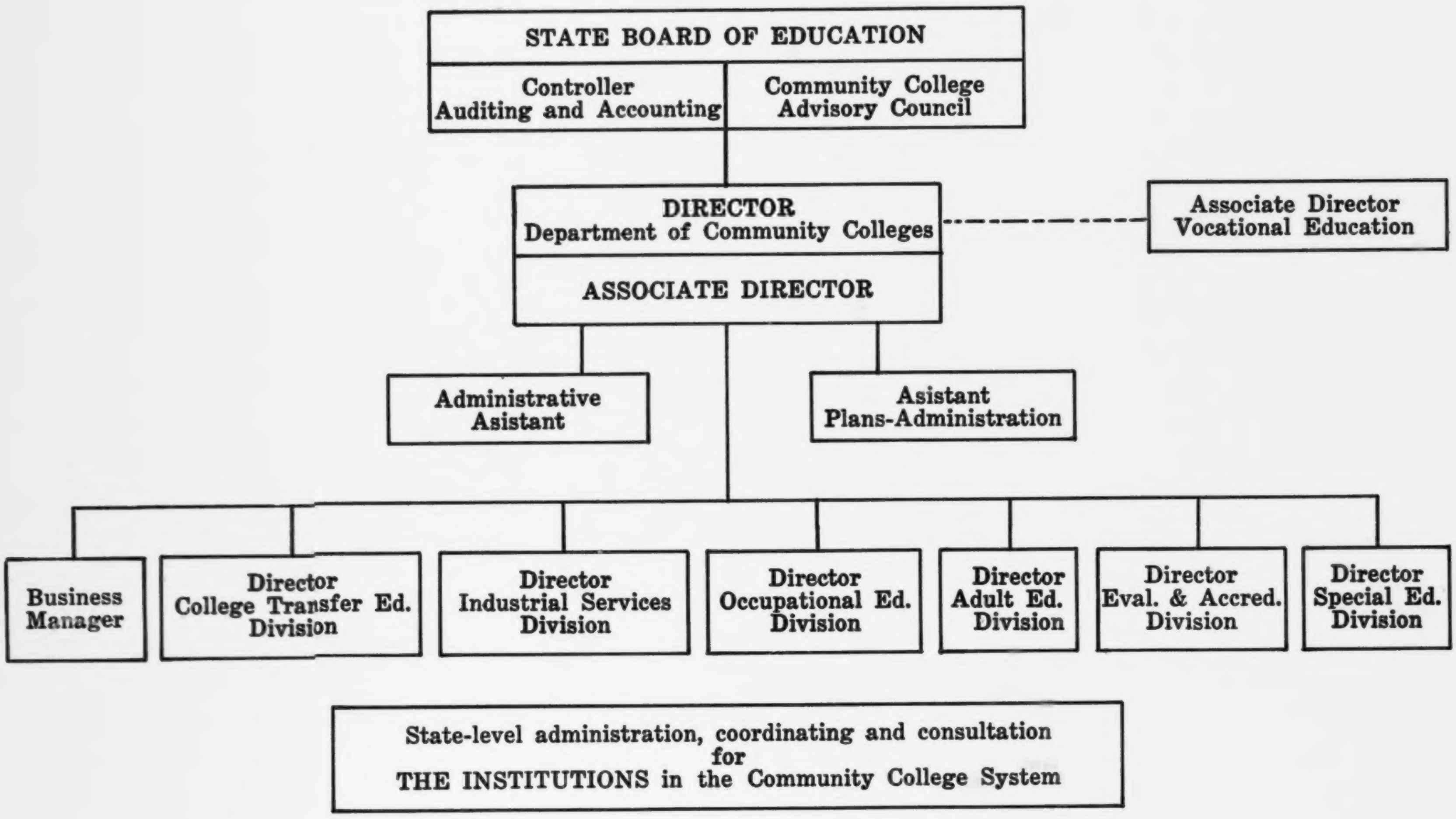
Department of Community Colleges

The Department of Community Colleges, under the direction of its Director, implements and administers the policies, regulations, and standards adopted by the State Board of Education. The Director is assisted by an Associate Director and a staff. In addition, in order to provide coordination in federal programs, the State Director of Vocational Education in the Department of Public Instruction is designated as an "Associate Director" of the Department of Community Colleges.

The department is organized into six divisions and a business manager's office—all of which function under a departmental director. The organization of the department is shown graphically on page 80. This is followed by a description of functions and activities for each division or office. Present key personnel in the State office and former professional staff members of the department have been included on pages 88-90.



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM


STATE BOARD OF EDUCATION
Controller Auditing and Accounting
Community College Advisory Council
DIRECTOR Department of Community Colleges
Associate Director Vocational Education
ASSOCIATE DIRECTOR
Administrative Asistant
Asistant Plans-Administration
Business Manager
Director College Transfer Ed. Division
Director Industrial Services Division
Director Occupational Ed. Division
Director Adult Ed. Division
Director Eval. & Accred. Division
Director Special Ed. Division
State-level administration, coordinating and consultation for THE INSTITUTIONS in the Community College System

College Transfer Education Division

The College Transfer Education Division assists institutions in the design and development of quality programs that lead to the Associate in Arts Degree and subsequent transfer to senior institutions. Assistance is also given for the development of general education courses and programs that provide for intellectual, cultural and social development of those who desire courses or a program of general education beyond the high school, but do not plan to transfer and work toward the baccalaureate degree.

In addition to the functions listed above, general duties of the Director include the following:

- Working with the Joint Committee on College Transfer Students in the development of guidelines to facilitate transfer.
- Participating as a member of State visitation teams to institutions in the Community College System. The purpose of the visits is to assist the institutions to achieve and maintain a minimum level of quality in their total educational programs.
- Organizing, upon request, inter-institutional conferences on problems of mutual concern which may develop within the academic area.
- Providing good offices and services for the stimulation of innovative programs within and across the various disciplinary areas.
- Providing consultant advice for the planning and design of new academic facilities.
- Providing assistance in the planning and review of institutional catalogs.
- Conducting studies on enrollments in liberal arts, pre-professional, and guided studies programs. This work includes follow-up studies for students transferring to senior institutions in North Carolina.
- Assisting in the development of standards and evaluative criteria for all institutions. The standards and evaluative criteria will be used to assess the quality and performance of an institution.

Among the outstanding activities of this division has been its work in developing general education guidelines, articulation guidelines, and a course numbering system.

The Development of General Education Guidelines

The College Transfer Education Division worked with the Curriculum Committee of the Community College Advisory Council in the development of a general education curriculum for students enrolling in Associate in Arts degree programs.

The general education guidelines were developed and adopted by the State Board of Education in 1964.

The Development of Articulation Guidelines

One of the major activities of the division is that of working with the Joint Committee on College Transfer Students in the development of guidelines to facilitate transfer. A member from this division has served on the Joint Committee on College Transfer Students since its creation in 1965. The Joint Committee is sponsored by the following agencies: The State Board of Education, the State Board of Higher Education, the North Carolina Association of Colleges and Universities, and the North Carolina Association of Junior Colleges. The sponsoring agencies represent, in one way or another, every educational institution in the State.

The Development of a Course Numbering System

The division worked with directors of admissions representing several North Carolina colleges and members of the Department of Community Colleges staff in the development of a common prefix and numbering system for all institutional course offerings. There was general agreement that admission procedures would be simplified if a system could be developed which would distinguish between courses designed for transfer, those definitely not transferable, and those which might be transferable. The system that was developed was placed in effect with regard to all catalogs, transcripts and records for the 1966-67 academic year.

Occupational Education Division

This division is responsible for providing coordination for and assistance to the institutions by the development and distribution of post-high school vocational-technical programs (including the related subjects).

Specific functions of the Occupational Education Division are:

- Developing occupational curricula, instructional materials, and audiovisual materials in the broad areas of special education, agriculture, business, health, trade, industry, and government.
- Developing suggested lists for equipment, textbooks, films, and filmstrips.
- Advising and consulting with institutional personnel on curriculum instruction, evaluation, equipment and facilities.
- Coordinating and conducting in-service workshops and seminars for institutional instructors and staff.
- Organizing and coordinating activities of curriculum advisory committees.
- Coordinating activities of curriculum consultants.

- Providing liaison service between local institutions and the Department of Community Colleges, State Director of Vocational Education, State Board of Education, and U.S. Office of Education.
- Organizing and coordinating inter-institutional orientation and in-service conferences on the various problems which may develop within the occupational education area.

The division staff has been engaged in all these activities plus serving on various committees as representatives of the Department.

In-service workshops and seminars have been conducted in May of each year for instructors. Twenty-seven shorter length sessions have been conducted throughout the year; 12 additional sessions are planned.

The staff has also worked with advisory committees in the development of 15 curriculums. Numerous committees have been utilized in the development of in-service training, instructional materials, and equipment lists.

Adult Education Division

The Adult Education Division is responsible for the development of programs to meet the educational needs of the adults in North Carolina, other than those related directly to occupational training and college transfer programs. General areas include the following continuing education programs: Learning Laboratories, Civic Education, Music and Fine Arts, Health Education, Homemaking, Consumer Business Education, Citizenship and Foreign Born Education, Adult Elementary and Secondary Education, Informal Discussion Groups Programs, Leadership Training for Civic Responsibility, Speakers and Lecture Series, and Exhibits.

Other services provided are:

- Consulting with local presidents and instructional directors.
- Directing adult education curriculum development.
- Interpreting a well-balanced program of adult education to State and local staffs.
- Conducting in-service and pre-service programs for directors of adult education.
- Co-planning with all areas of instruction for a total program of instruction and service.

Each of the division staff members has planning responsibilities for seminars and workshops. These seminars and workshops have been conducted with learning laboratory coordinators on a semi-annual basis—student personnel directors quarterly, adult education directors semi-annually, quarterly and on a demand basis. Staff members have been asked to serve on regional and national advisory committees in areas of programmed instruction, student personnel services, and adult education.

From 1966 to 1968, five national institutes for adult basic education have been conducted, involving directors from the State and staff members from this division. Three of these have been on the campus at North Carolina State University and two on the George Washington University campus in Washington.

During the 1967-1968 fiscal year, in-service training programs were begun which involved all staff members in the respective institutions in the System of Community Colleges in North Carolina. Five such workshops were conducted in the Sheraton-Sir Walter Hotel in Raleigh. In addition to these workshops, staff members conducted individual training sessions on demand and, in conjunction and cooperation with North Carolina State University, at individual schools.

The division produced several publications during this period of time, including a simplified edition of the State driver's manual for use in the basic education classes, numerous materials lists for guidance in the purchase of learning laboratory materials, bibliographies for professional adult educators, and curriculum guides for adult basic education classes. Professional aids were published for teachers who would be working in basic education and general adult education classes. Most staff members participated in national workshops, at least annually.

The division, as a whole, has continued to direct the overall program of adult education, working cooperatively with other agencies in special areas such as basic education and programs for the financially deprived.

In addition to its other functions, the Adult Education Division is responsible for providing leadership and coordination of student personnel services.

The student personnel function has grown considerably since the establishment of the Community College System. For the first time, all 50 institutions have directors of student personnel. Thirty-five institutions have 65 counselors; two have directors of admissions; and one has a coordinator of cooperative education. Twenty-seven schools have registrars, thus making a total of 145 persons in student personnel services in the System.

The Student Personnel Services Association meets four times a year, including the one professional meeting in Raleigh in the fall. Average attendance at these meetings is 80 persons, with a representation of from 40 to 42 schools.

Approximately 80 to 85 percent of student personnel directors in the System hold earned master's degrees. Most of them continue to work toward graduate degrees.

Programs which have improved measurably during the last biennium are standardization of class registration and admissions, and close coordination with the Employment Security Commission in administering the GATB test, which is administered only by those who have had the two-day training period under ESC. Two-thirds of the schools now have student government associations. At least ten schools are publishing yearbooks. A majority have begun student orientation programs and have set up programs of faculty-student advisory periods.

Industrial Services Division

The purpose of the Industrial Services Division is to promote a standardized State-wide program of industrial training. More specifically, the responsibilities of this division are as follows:

- Selling the North Carolina industrial training program to potential new industry.
- Cooperating with industrial development agencies and advising them on matters pertaining to industrial training.
- Developing training proposals for new or expanding industry, in cooperation with the Department of Conservation and Development and with State and local industrial development agencies. The appropriate institution may assist in the preparation of training proposals after the location of a new or expanding industry is announced.
- Notifying the appropriate institutions of a new or expanding industry training project when the location of the training project has been determined, and arranging for a representative of the institution to be present at all training meetings held with representatives of the new or expanding industry.
- Designing and preparing, in cooperation and coordination with the appropriate institution, and approving for funding from the New Industry Budget of tailored industrial training programs for individual companies.
- Administering new and expanding industry training programs that are funded through the Industrial Services Division and that use funds from the State New Industry Budget.
- Administering and funding of expanding industry training programs at the request of an institution.
- Providing industrial training consultant services to new and expanding industries, including managerial and organizational assistance.
- Assisting in the establishment of rapport between local institutions and new industry.
- Creating a standard system for industrial training for new and expanding industry.
- Maintaining a complete case history of each new and expanding industry training program.

Since June, 1965, when statistical records were first maintained centrally in Raleigh, this division has sponsored training programs for more than 300 companies and trained approximately 30,000 individuals for newly created jobs.

Special Education Division

This division is responsible for the administration, coordination, and supervision of specal educational programs in the Community College System, The programs include: ambulance attendant training, fire service training, fisheries occupations training, forensic science education, hospitality education, job safety training (lineman safety and telephone safety), law enforcement training, supervisory development training, and telephonic schools. The need to organize programs, primarily to aid people already in a special field to become more proficient and more productive in their present positions or to seek new positions in other fields is the function of this division.

Other services provided by this division are as follows:

- Providing consultant services to institutions in regards to the operation of these programs.
- Forming advisory committees—representatives of industry, business, organizations, and education for developing and preseting a plan of instruction for each of its programs to meet the specific needs of the individuals enrolled.
- Providing a reservoir of trained part-time individuals who desire to impart their knowledge to students in a particular field.
- Providing area people who are experts in their particular fields to work with institutions on an area basis in developing, coordinating, and conducting special education programs.
- Developing liaison with State, federal, and local government agencies, as well as industry, organizations, and business when special educational training is needed in this operation.
- Participating as a member of the State visitation team to institutions in the Community College System.
- Working with consultants to help institutions in devising effective, comprehensive, and practical training in the nine areas aforementioned.
- Developing suggested lists for equipment, textbooks, and filmstrips used in instructional programs.
- Coordinating in-service workshops for area people and institutional personnel.
- Securing outside consultants to advise in curriculum planning and development.
- Providing evaluative criteria and long-range planning of special education programs, with emphasis on technological changes and needs for specialized skills.

Evaluation and Accreditation Division

The primary function of this division is to assist the institutions in the Community College System to achieve and maintain a minimum level of quality in their total educational programs. This goal of quality is attained through institutional self-studies and evaluation, the establishment of minimum standards for all educational programs, and institutional accreditation by the appropriate agency or agencies.

Standards Project

The most significant accomplishment of this division, with respect to quality control in the Community College System, has been the development of a document of standards and evaluative criteria. At the request of the State Board of Education, the Community College Advisory Council sponsored this standards project. The project was directed by a steering committee of eighteen members, most of whom were also Council members and presidents of community colleges and technical institutes. Over one hundred individuals within the System actively participated in developing the standards and evaluative criteria. Through the use of various committees, standards and evaluative criteria have been developed for the following major aspects of an institutions's operation:

Philosophy and Purpose
Educational Programs
Faculty
Learning Resources Center
Student Personnel Services
Physical Facilities
Organization and Administration
Financial Management and Resources

The document of standards and evaluative criteria is designed to assess the quality and performance of the total institution. It is being used in the System's evaluation program.

Evaluation Program

The comprehensive evaluation program for an institution includes two procedures:

- An institutional self-study, conducted by each institution in the system, using as a guide two documents: "Manual for Institutional Self-Study" and the "Standards and Evaluative Criteria," both published by the Department of Community Colleges.
- A follow-up evaluation visit of each institution by a committee composed of knowledgeable persons from other institutions in the System, the Department of Community Colleges, and other educational agencies in the State. This visiting com-

mittee checks the validity of the institutional self-study report and applies the standards and evaluative criteria which have been developed.

By May, 1969, nine institutions within the System will have completed institutional self-studies and received a follow-up evaluation visit.

Accreditation

The Southern Association of Colleges and Schools is the regional accrediting agency for institutions within the North Carolina System. In 1967, one technical institute and two community colleges were accredited. In December, 1968, one technical institute and six community colleges were accredited by the Southern Association of Colleges and Schools, making a total of ten institutions which have been fully accredited to date.

Business Manager

The business manager is in charge of all fiscal affairs for the Community College System. The primary duties and responsibilities of this office are:

- Preparing current expense and equipment budgets for the department.
- Preparing current expense and equipment budgets for institutions and units in line with formula budgeting standards.
- Preparing special institutional budget requests for State Board approval.
- Authorizing budget transfers and changes within standing policy limitations and reporting to State Board on transfers and changes in budgets.
- Acquiring equipment and library books for institutions.
- Preparing enrollment reports and other statistical data used by the State Board, the State Budget Budget Commission, and U.S. agencies.
- Coordinating expenditures of State and federal capital funds for construction.
- Preparing biennial budget requests.
- Making allotments of funds to the State Board consistent with standing policies of the State Board, including standing formulas, and certifying funds for disbursement.

LIST OF KEY PERSONNEL IN THE STATE OFFICE, 1968-69

Director	I. E. Ready
Administrative Assistant	J. H. Blackmon
Assistant, Plans and Administraton	H. H. Fischer
Associate Director (State Director of Vocational Education)—Coordination between the Vocational Division of the Department of Public Instruction and the Department of Community Colleges	A. G. Bullard

Associate Director (Business and Fiscal Affairs)	C. R. Holloman
Business Manager	C. R. Holloman
Assistant Business Manager	H. E. Battle
Coordinator State-Federal Relations	J. D. Foust
Coordinator of Construction	V. C. Outland
Director of Statistics	Julian Wingfield
Coordinator of Equipment	H. S. Proctor
Coordinator of Library Services	Vera B. Melton
Business Manager of Library Services	Dan P. Harris
College Transfer Education Division	
Educational Director	Charles Bucher
Occupational Education Division	
Educational Director	A. J. Bevacqua
Assistant Educational Director	Kenneth Oleson
Coordinator Program Development	R. G. Worthington
Educational Consultant—Business	B. L. Anderson
Editor—Open Door	Nancy Duckett
Artist Draftsman	D. W. Jernigan
Educational Consultant—Agricultural and Biological Education	F. W. Manley
Educational Consultant—Home Economics	Annette L. Moore
Educational Consultant—Engineering Technology	F. A. Gourley
Educational Consultant—Instruction Media	J. H. Hamlett
Commercial Artist	W. F. Pugh
Educational Consultant—Health Occupations	Miriam Daughtry
Supervisors, Manpower Development Training Act	J. H. Ellerbe Odell Faircloth R. G. Smith
Educational Consultants—Vocational Programs	H. E. Hedinger R. L. Roy
Adult Education Division	
Educational Director	C. M. Barrett
Adult Basic Education Section	C. M. Barrett
Recruitment and Training	F. B. Weaver
Prison Programs	W. W. Woodhouse
Learning Laboratories	J. B. Carter
Student Personnel Services Section	R. L. Jefferies
Special Educational Division	
Educational Director	E. H. Wilson
Assistant Educational Director	Ned Delamar
Fisheries Training	Ned Delamar
Ambulance Training	Harmon Kivett
Firemanship Training	D. K. Phillippee
Forensic Science Training	W. A. Abernathy
Law Enforcement Training	W. L. Spitler
Supervisor Development Training	D. J. Moore
Hospitality Training	W. W. Balentine
Industrial Services Division	
Director	J. E. Sturdivant
Industrial Services Specialists	M. H. Gardner M. J. Green L. C. Richards J. E. Wiles
Evaluation and Accreditation Division	
Assistant Director	G. H. Porter

FORMER PROFESSIONAL STAFF MEMBERS AT THE STATE LEVEL, JULY 1, 1963-JUNE 30, 1968

Anderson, George E., Industrial Services Specialist
Brown, Edward T., Assistant Director of Research
Bryant, Louise D., Educational Consultant—Health Occupations
Calhoun, Carroll R., Supervisor—Library Services Section
Dawson, C. G., Educational Consultant
Denton, William H., Educational Consultant
Dykstra, John E., Educational Consultant
Eason, Fred J., Educational Supervisor
Egan, Louise C., Educational Consultant—Health Occupations
French, James C., Supervisor of SDT Training
Geek, Samuel, Educational Consultant
Goodman, Sherrill T., Supervisor of Law Enforcement Training
Herman, Kenneth S., Audiovisual Education Specialist
Howard, George L., Director of Industrial Services Division
Jordan, Harmon G., Supervisor of SDT Training
Justice, James L., Librarian
Markham, Allan W., Director, Division of Institutional Evaluation & Accreditation
McClure, W. W., Educational Consultant
McGee, Henry J., Jr., Supervisor of Fishery Occupations
Milliken, Mary Elizabeth, Educational Consultant
Morgan, Samuel D., Coordinator of Fiscal Affairs
Mullen, Robert A., Supervisor of SDT Training
Neff, Monroe C., Educational Director, Division of Adult Education
Phillips, Gene H., Curriculum Specialist
Pyle, Gordon B., Educational Director, Division of College Transfer Programs
Scott, Jackson W., Coordinator of Enrollment Statistics
Swindell, Russell A., Supervisor of Fishery Occupations
Underwood, William A., Equipment Coordinator
Valentine, Ivan E., Assistant Director, Vocational-Technical Division
Ward, Charles F., Curriculum Specialist
West, Tyrus E., Supervisor of ARA Programs
Westmoreland, Rachel, Educational Consultant
Wishon, James William, Industrial Services Specialist

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